

FAMOUS EVENTS

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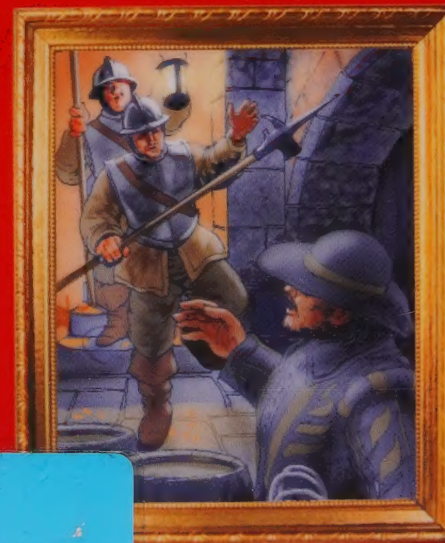
The Great
Fire of London



The Great
Plague



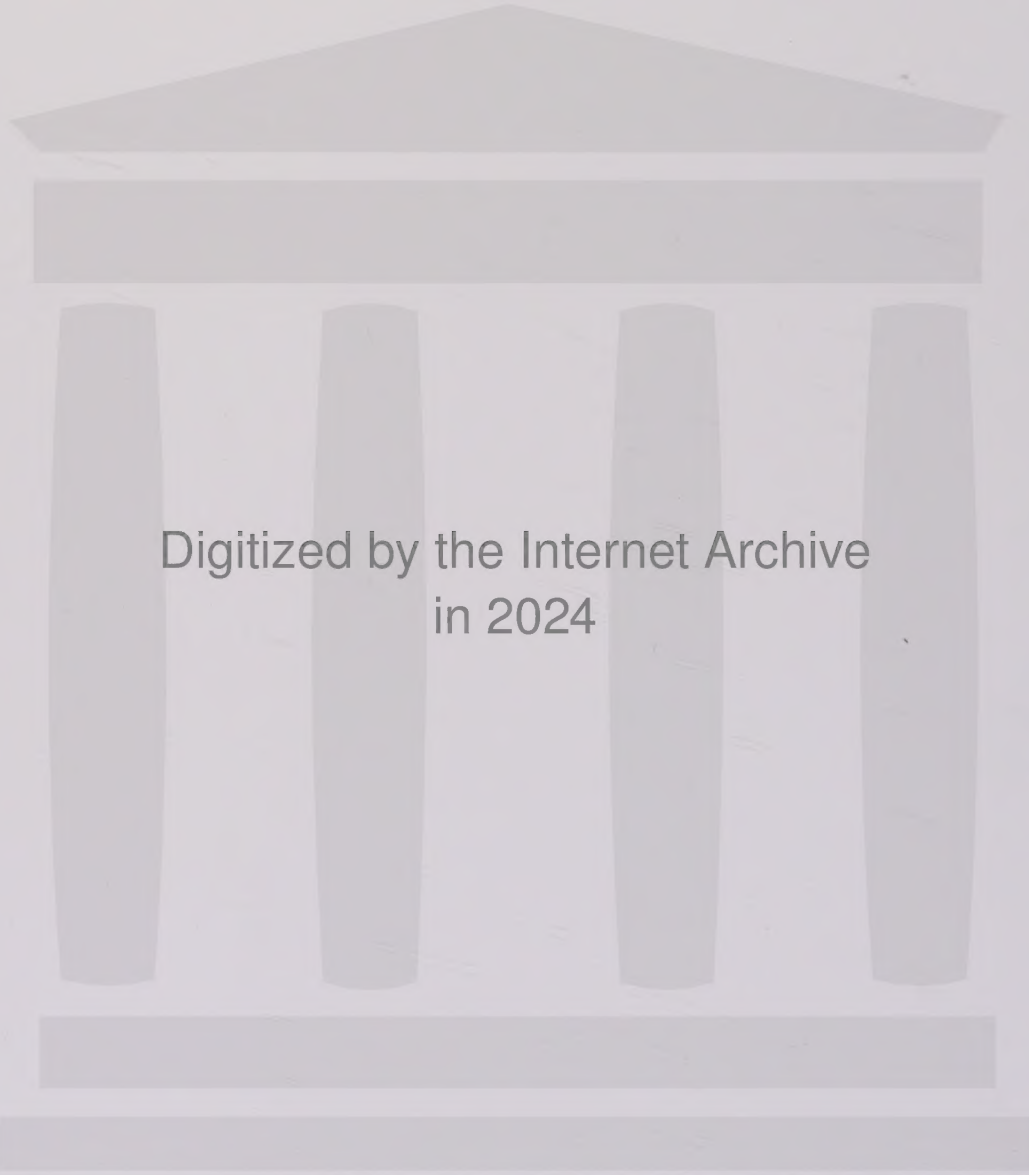
The First Man on
the Moon



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The Gunpowder
Plot



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KS1 HISTORY

Photocopiable Activity Book

FAMOUS EVENTS

The Great
Fire of London



The Great
Plague



The First Man on
the Moon



Remembrance
Day



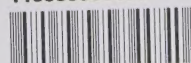
The Coronation of
Queen Elizabeth II



The Gunpowder
Plot

by Jean E. Fone & Pat Lamb

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Introduction

The aim of this book is to provide resources to help Key Stage 1 teachers introduce some famous events from History to their pupils.

The events studied in this book are:

The Gunpowder Plot

The Great Plague

The Great Fire of London

Remembrance Day

The Coronation of Queen Elizabeth II

The First Moon Landing

In each case a page of detailed notes provide background information about the event to be studied. Notes explaining the aim and use of the photocopiable activity pages follow this.

The photocopiable activities include: shared texts; different opinions of the same situation; pictures from the past; time lines; study of artefacts; 'now' and 'then' activities; puzzles; jig-saws and models to make.

A Glossary outline found at the end of the book can be used to help pupils collect vocabulary important to their study. 'What I Know About Famous Events' activities can be used to assess knowledge gained.

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Illustrated by John Hutchinson

Typeset by 'ArtWorks', 69 Worden Lane, Leyland PR25 3BD
Tel: 01772 431010

Printed in Great Britain for 'Topical Resources' by T.Snape & Company Ltd., Boltons Court, Preston, Lancashire.

First Published October 2003

ISBN 1 872977 79 0

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The Gunpowder Plot - 1605

When?

The Gunpowder Plot took place on 4th November 1605. Everything was ready in the evening, Guy Fawkes was waiting beside the barrels of gunpowder and about to light the touchpaper which would have blown up the Houses of Parliament, King James I and his lords. At this point guards burst into the cellar and after a struggle arrested Guy Fawkes and threw him into the Tower of London.

Why?

At the time of the Gunpowder Plot, England was a Protestant country, following the Protestant faith started by Henry VIII and continued during the reign of Elizabeth. Attendance at a Roman Catholic Church was banned. Therefore those who remained Catholic attended mass in secret. They were forbidden to have rosary beads or the Catholic prayer book or be baptised as Catholics. Catholic priests were ordered out of the country. Some Catholics who owned large houses made secret rooms (priest holes) in order to follow their faith in secret. Had they been caught they would have been sent to prison or fined. The resentment against Protestantism was therefore intense amongst many Catholic families.

Who was Involved?

There were thirteen conspirators including the leader of the plot, Robert Catesby, a popular and handsome young man who wanted power for the Catholics. To this end he aimed to be rid of the Protestant king and his powerful lords. His cousin, Thomas Winter, was also involved. He was private secretary to Lord Mounteagle, a Catholic lord. Robert Keyes, a shopkeeper, Robert Winter and Christopher Wright, helped to dig the tunnel. Ambrose Rookwood had a stable full of horses. Thomas Percy rented a house in May 1604 next to the House of Lords. John Wright, a servant called Bates, plus Guy Fawkes played a major role in the plot. Guy was born in 1570 and was initially brought up as an Anglican. His mother was Anglican, his father, Catholic. Guy's father died when he was eight, and his mother remarried a Catholic. Guy inherited his father's property at the age of 21 which he sold for £29. He then became a servant to the Montague family. Later, he became a soldier in the Netherlands, where he was able to worship freely. He learned to use gunpowder, and joined a Spanish Regiment which included many English Catholics.

The Plot

Robert Catesby's plan was to dig a tunnel under the Lords' Chamber in the Houses of

Parliament. The tunnel would then be filled with gunpowder. In May 1604 rooms were rented next to the Lords' Chamber. Guy pretended to be the caretaker, assuming the name of John Johnson. The conspirators took it in turns to dig the tunnel, firstly through the brick wall, removing the earth before they reached the stone foundations of the Lords' Chamber which were three metres thick. Fortunately for the conspirators, their backbreaking work was ended when they discovered a cellar used by a coal merchant under the Lords' Chamber. They rented the cellar and ceased digging. The barrels of gunpowder were rowed across the River Thames from Lambeth and hidden in the cellar and covered with rubbish. Guy then moved in as the caretaker. By October all the gunpowder was in place. It was intended that Guy would light the fuse and escape by boat across the Thames.

Rumours

The conspiracy was to fail as rumours had been growing of a plot against the King. Lord Mounteagle, a Catholic Lord, was dining at home with friends when a messenger brought an anonymous letter, indicating that Mounteagle should not attend the opening of Parliament on November 5th. The letter was taken to the king - the identity of the sender was never found. On reading the letter James guessed what 'the terrible blow' was which would befall Parliament. He therefore ordered the adjacent buildings to be searched including the cellar. Guy was caught red-handed and was arrested. Some

of the plotters were quickly arrested and put in The Tower of London or killed - some were many miles from the scene of the crime. Guy Fawkes was hanged on 31st January 1606. He asked the King to forgive him and made the sign of the cross before he went to the scaffold.

Relevance Today

After the failed attempt in 1605 the king's supporters celebrated by lighting bonfires on 5th November. They made a model of Guy Fawkes out of straw and threw it onto the bonfire. The failed plot is still celebrated today with bonfires and fireworks. There are less small private bonfires now than there were even thirty years ago. Often bonfires are built by local organisations and attract many people. The bangs and flashes of fireworks remind people what would have happened had the plotters been successful. Accompaniments to the bonfire are potatoes baked in the ashes of the fire, treacle toffee and toffee apples.

The safety issue is an important idea to discuss with the children as many children and adults are injured or maimed through a lack of attention to safety issues every year. Issues which could be discussed are:

It is not safe to carry matches or fireworks in a coat pocket.

Let adults light fireworks.

Stand well back from the bonfire.

Never touch or bend over a firework if it has not gone off.



Lord Mounteagle reading the anonymous letter

The Gunpowder Plot - 1605

Page

5 Remember, Remember!

Read the rhyme as a shared text as an introduction to the topic. Discuss the key words - gunpowder, treason, plot. Children could then illustrate what they think the rhyme means. Provide them with illustrations from the following activity pages, or pictures in books, to help them with the task. Alternatively, make a mini-book and write your own captions or paint a picture to illustrate the rhyme. Encourage children to think of the following questions - Who? Why? When? Where? eg. Who plotted treason? When did it happen? Why did they do it? Where did the plot take place? The remaining activity sheets will then help to answer these questions.

6 The Conspirators

Discuss the illustration of the conspirators, noting that it is a depiction of the period and includes only eight of the men. Talk about the clothes of the period. Discuss the text in order to observe some of the talents of the plotters. Draw or paint a poster entitled 'WANTED.' Some of the plotters were arrested immediately, others were miles from the scene of the crime.

7 Who was Guy Fawkes?

Refer to the Teacher's Background Notes for information on Guy Fawkes. Read the text on the Activity Sheet with the children. Find out other facts and opinions about his life. Research pictures of costumes of the period. Enlarge and then cut out the figure of a man. Allow children to use the illustrations to dress him in the costume of the period. Each

piece of clothing is illustrated separately so that children can focus carefully on each item. Write about the clothing he is wearing. Write three facts you have found out about his life.

8 The Gunpowder Plot

Enlarge the text for shared discussion helping the group to sequence the events: As an individual activity cut out the pictures - A4 size - and match the correct caption to each picture.

9 James 1 reigned 1603 - 1625

James was 37 when he arrived in England (He was James VI Scotland) He inherited many problems. Elizabeth had spent on excessively on wars. He hated war. Parliament had been troubled about the accession as Elizabeth would not name her heir therefore Parliament was not receptive to James who appeared arrogant and lazy. He believed that Kings were appointed by God and could do as they liked. Use the portrait and the text in order to help children to form their own view of James I. Draw a portrait of James I in his kingly robes. Imagine you are an M.P. in his Parliament. Tell what you see and hear as James sits before you after the Gunpowder Plot failed.

10 Caught, Red-Handed

Refer to the Background Notes. How did Lord Mounteagle feel when he received the anonymous letter? What does anonymous mean? Imagine the discussion before the letter was taken to the king. Would you trust an anonymous letter? Illustrate the events on the activity sheet and after discussion write your opinion of the event

11 Be Safe on Bonfire Night

Refer to the safety issues in the background notes. Ask children to draw and write about how they can be safe on Bonfire Night. After discussion complete the activity sheet just before Bonfire Night.

12 Bonfire Night

An opportunity to compare Bonfire Night now and in 1605. Help children to understand why it is celebrated today. Using the activity sheet encourage children to discuss the dress of the period before colouring the picture. Now draw a picture of a Bonfire Night you have seen. Discuss how the two pictures are different.

Key Vocabulary

Plotters, conspirators, anonymous, treason, Catholic, Protestant, Oath of Secrecy, fuse, Houses of Parliament and effigy. Children will find it useful to collect the key vocabulary associated with each event studied using the 'Glossary outline' on page 62.

Additional Activities

- 1 Draw and write about the clothing you wear. Compare it to the clothing of the 17th Century.
- 2 Make a collage of the clothing of a 17th Century lady.
- 3 Learn the rhyme, Remember, Remember the fifth of November.
- 4 Find and then draw a picture of the Houses of Parliament as it looks today.
- 5 Find out who is the present Prime Minister and draw a picture.



Remember, Remember!

The plotters are _____

Remember, Remember, the fifth of November,
Gunpowder treason and plot.

I see no reason why gunpowder treason
Should ever be forgot.

Here are 8 of
the 13
conspirators -
drawn at the
time of the
plot.

Bates

Christopher
Wright

John
Wright

Robert
Winter

Thomas
Percy

Guido
Fawkes

Robert
Catesby

Thomas
Winter



Here are some facts
about the conspirators
to help you with your
poster.

Robert Catesby, the leader, was young and handsome.

Guy Fawkes, was part of the team because he knew about gunpowder.

Ambrose Rookwood, had a stable full of horses.

Robert Winter, Christopher Wright and Robert Keyes, helped to dig the tunnel.

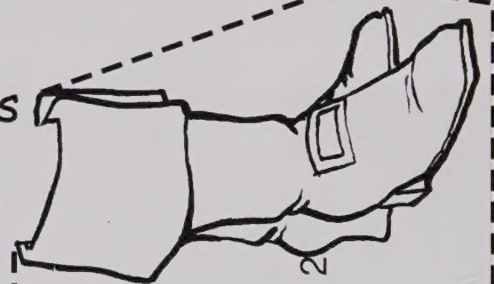
Thomas Winter, found out that Parliament was to meet on 5th November.

Who Was Guy Fawkes?



- 1 Guy Fawkes went to school in York until he was eight.
- 2 In 1592, Guy became a servant to Viscount Montague.
- 3 He went to the Netherlands and became a soldier.
- 4 On 20th May 1604 he swore an oath of secrecy with four others.
- 5 Guy plotted treason - he wanted to blow up the Houses of Parliament.

Boots

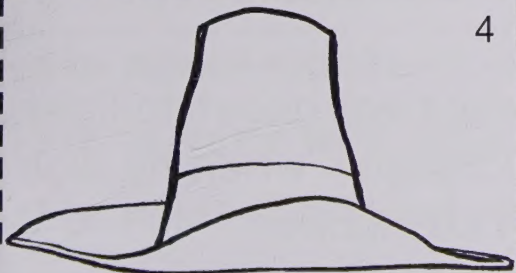


Breeches



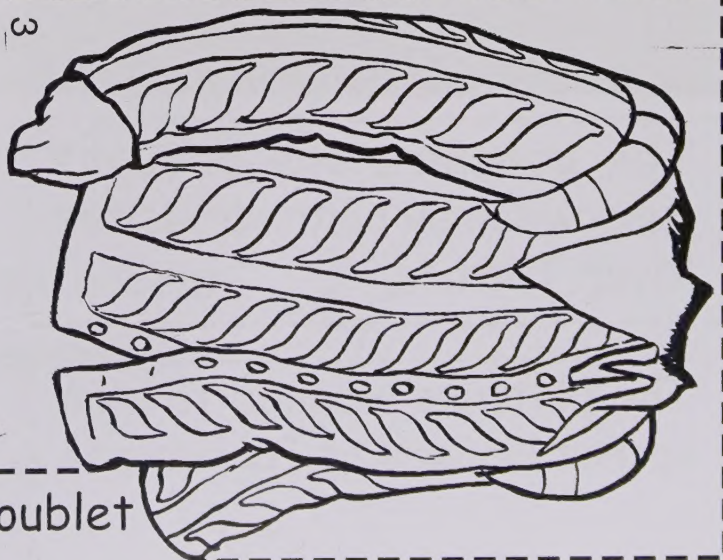
4

Hat



3

Doublet



The Gunpowder Plot



The conspirators brought gunpowder by boat across the River Thames.

They began to dig a tunnel which would end under the Lords' Chamber.

The plotters planned to blow up the Houses of Parliament.

Guy Fawkes was about to light the touchpaper when he was caught red-handed.

James I

James I was the King of England at the time of the Gunpowder Plot. He was also the King of Scotland.

Look at this portrait. What does it tell us about him?



James I, half-length portrait by John the Elder Decritz (c.1552-1642)

Roy Miles Fine
Paintings/Bridgeman Art
Library

Here are some things which people said about him:-

He has favourites.

He doesn't wash very often.

I can't understand his Scottish accent.

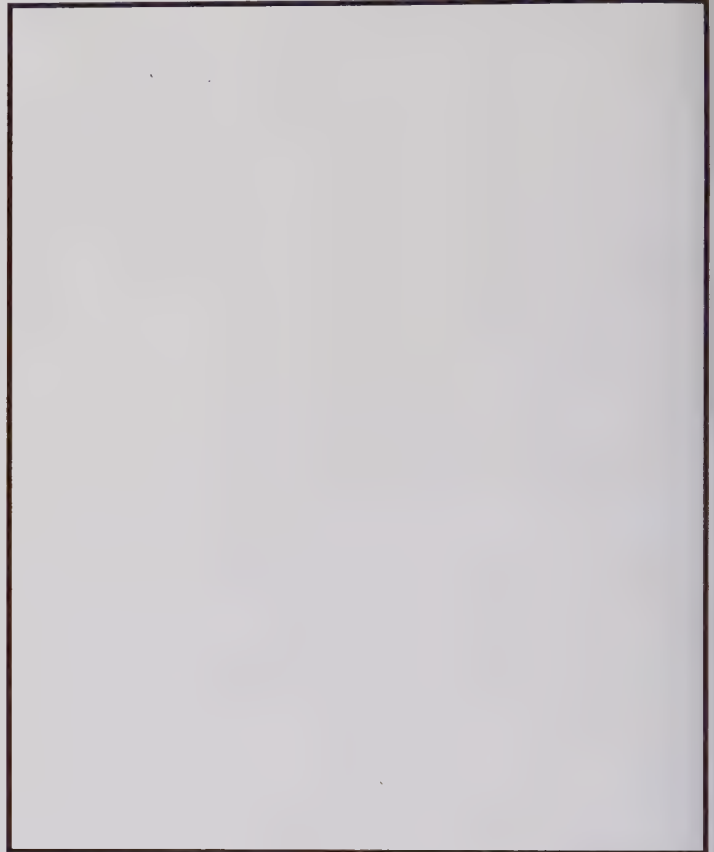
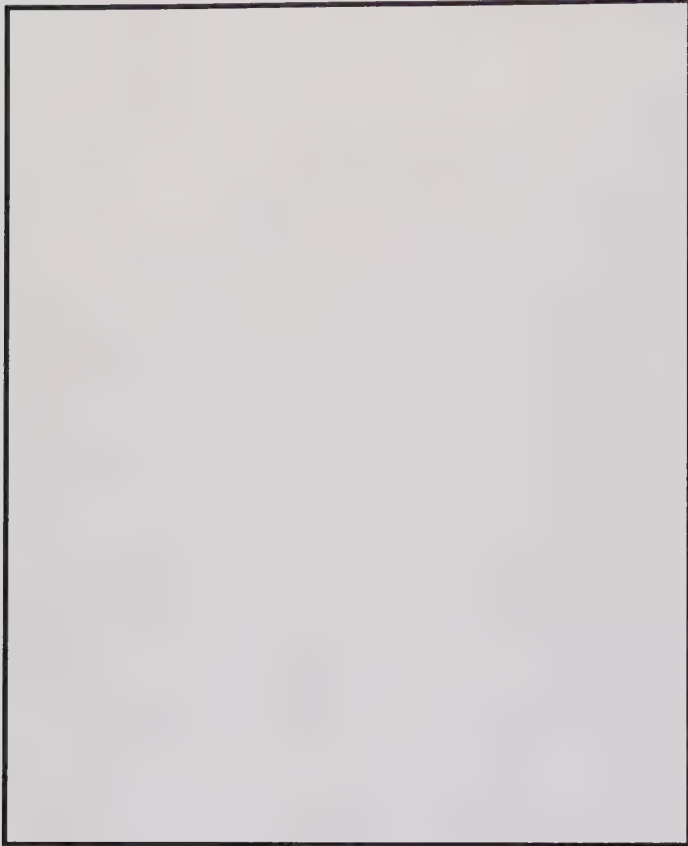
He never wants to meet his people.

He is very well educated.

He rules Scotland very well.

Caught, Red Handed

Someone sent an anonymous letter to Lord Mounteagle. It told him not to go to Parliament on 5th November. The letter was shown to James I. Draw two pictures to show what happened.



What do you think it said in the letter?

.....

.....

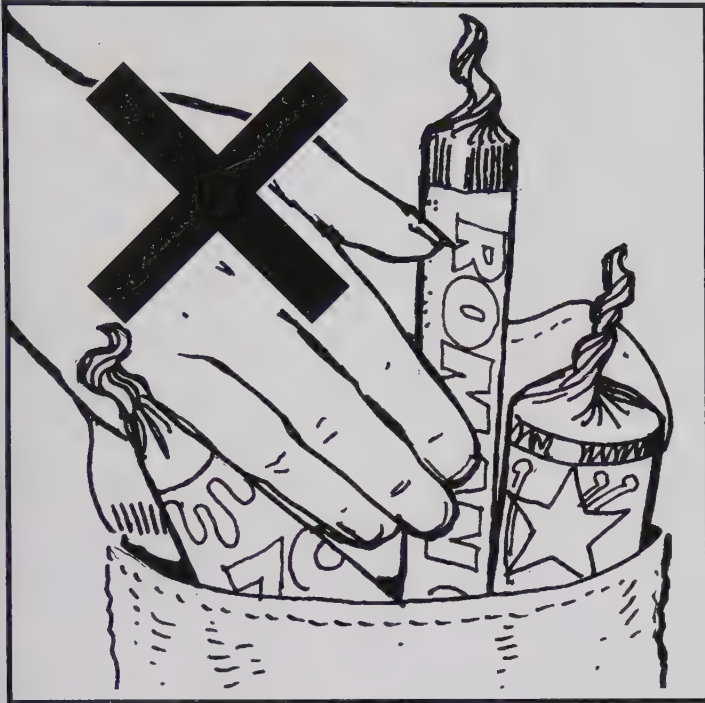
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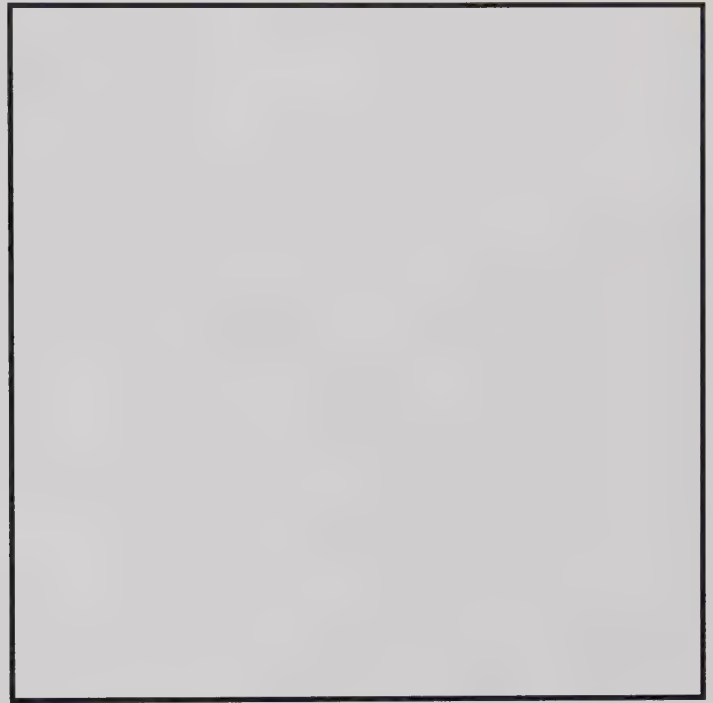
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Be Safe on Bonfire Night

These are things I will do to keep safe on Bonfire Night.



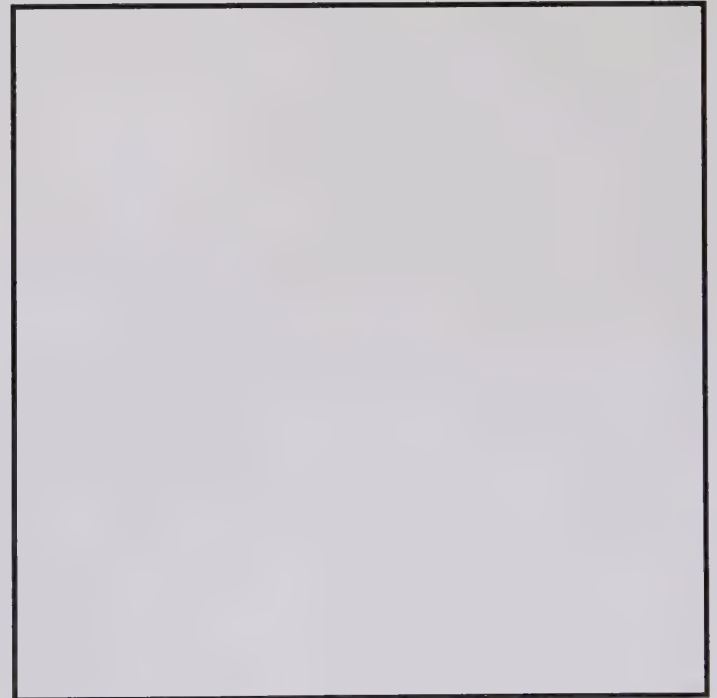
Never carry fireworks in my pocket.



Stand well back from the bonfire.



Let adults light the fireworks.



Bonfire Night: 'Now' and 'Then'

THEN

On November 5th 1605 many people celebrated the failure of the gunpowder plot. They built bonfires and threw an effigy of Guy Fawkes on the fire.



NOW

On November 5th 20__ many people will enjoy making a guy, bonfires and fireworks. They are still remembering that Guy Fawkes and his friends did not blow up the Houses of Parliament.

The Great Plague 1665

The Great Plague 1665

Nobody knows how the plague actually started but it decimated many communities and affected the lives of numerous people throughout the country. London was certainly badly affected owing to the density of the population and the insanitary conditions under which many of the poor lived. Waste was thrown into the River Thames- the same source of water which was used for washing and drinking. Little wonder therefore that diseases such as typhus and smallpox were rife.

Amongst the crowded back streets black rats, carriers of the fleas responsible for the plague virus, thrived on the rubbish. The undernourished population were easily susceptible to the disease which resulted after a flea bite. The plague was then spread by coughs and sneezes - though this fact was not known at the time. In fact at one point it was thought that cats and dogs were the cause of the plague. There ensued a mass cull which only worsened the situation as the rats then had no natural enemies. In his *Journal of the Plague Years*, Daniel Defoe estimated that 40,000 dogs and 200,000 cats were killed.

The first recorded victim was Margaret Pounteous in April 1665. She lived in the over-crowded St. Giles area of London. The rich people and professionals were able to escape to the country, especially as they saw the death rate rising. They fled by horse, by boat and on foot. By the middle of June 1000 people per month had succumbed to the disease. By August the death rate had increased to 7000 per week.

As the situation worsened quarantine regulations were introduced and laws made to try to control the spread of the disease. Where a member of a family was diagnosed with the disease a red cross was painted on the door. All members of the household were ordered to stay indoors for forty days after the infection began. Anyone who was in contact with a plague victim had to be avoided, therefore doctors, nurses and inspectors carried a coloured staff so that they could easily be seen.

At first burials were at night when cries of, "Bring out your dead," could be heard. Later with the acceleration of the disease burials also took place in the daytime. London was a changed city - many of the public places such as theatres and shops were closed. The gates of the city were shut and visitors sent away. It was not understood how the plague was passed on. Some thought the germs were in the air and could therefore be passed on in people's breath. Many tried magic

potions, took herbs or carried bunches of flowers to ward off the germs. None of these worked. Nobody realised that the rats travelling from house to house were the carriers of the fleas which spread the germs.

It is thought that the Great Fire of London in September 1666 helped to eradicate the plague. Other reasons could be that the black rat died out and the brown rat did not carry the plague. Another argument is that after so much suffering during the plague the immune system of many people was much stronger.

Samuel Pepys 1633 - 1703

At this time Samuel Pepys was writing his diary in which he recounted many of the everyday events of the period. He wrote on 30th April 1665:

"Great fears of the sickness here in the city, it being said that two or three houses are already shut up God preserve us all."

and on 7th June 1665:

"I did in Drury Lane see two or three houses marked with a red cross upon the doors, and 'Lord have mercy upon us' writ there which was a sad sight to me"

and on September 3rd:

"Up and put on my coloured silk suit, very fine and my new periwig, bought a good while since, but durst not wear it because the plague was in Westminster when I bought it. And it is a wonder what will be the fashion after the plague is done."

Charles II - r. 1660-85

Charles did not stay in London to support his people but left in July for Salisbury, not to return until February 1666, when the danger was over, the number of deaths having declined by December. Many towns, cities and villages were in the same situation as London, having their lives disrupted by the deaths of family members.

Eyam

The village of Eyam in Derbyshire showed great courage when dealing with the plague.

The plague was thought to have been brought to the village in cloth ordered by George Viccars. As it was damp it was laid out to dry, releasing the fleas which carried the plague. Within a short time Viccars and his neighbours died. His home which is near to the church is now known as 'Plague Cottage'. Some families panicked and fled but the Vicar, William Mompesson persuaded the villagers to quarantine themselves. It was agreed that nobody should leave the village. People from surrounding villages came to points on the boundary and left food. Perhaps

most well known at the edge of the village is Mompesson's Well. The church was closed and services were held in the open. There were no funerals and families buried their own dead. Out of a population of 292 in Eyam 259 died. A register of the deaths can be seen in the parish Church.

It is interesting to note that Eyam was one of the first villages in the country to have a public water system. A series of springs ran down the length of the village were diverted in 1588 into a series of twelve stone troughs. The water was connected to the troughs by pipes.

There are numerous recorded accounts of outbreaks of plague long before 'The Great Plague'. The Black Death (1345-50) spread throughout Europe killing about a third of the population. It reached England in 1348 resulting in the decimation of whole villages and a consequent shortage of labour. Today the plague is still a threat, as evidenced by, an outbreak in India in 1994. However, antibiotics kept the disease under control.



Charles II was king during this time

The Great Plague - 1665

Page

15 Samuel Pepys – the Diary Writer

Refer to the Teachers' Background Information on page 13 to give the children an insight into the observations Pepys made on the plague. Tell how the plague spread in London. Then use this activity page as a shared text to enable children to give their view of Pepys' words. Discuss the portrait and make a collage, noting the difference in dress and hair style. Use the diary page on page 61 to become a diarist. Draw and write about some of the things which happened during the plague. Write about a time when you or a friend felt ill.

16 Ring a Ring of Roses

Read and enact the rhyme.

Use the activity sheet to explain its meaning to the children. The 'ring of roses' described the red-tinged spots which appeared on the skin. The 'pocketful of posies' refers to the sweet-smelling bunches of flowers and herbs which people carried as they thought this would keep the plague away. 'Atishoo,' refers to the sneezing which often preceded death. Lavender and other herbs were often burnt to ward off the plague. The king had a mixture of nutmeg, treacle, angelica and water. The outbreak of very hot weather during the summer of 1665 did not help matters. Talk about the two doctors who are looking at a plague victim.

17 Make a Pomander

Follow the instruction to make a pomander. If it is too expensive to make one per child, groups could make one between them and use the pomander on coat-hangers which hold dressing up clothes. Investigate other flowers such as lavender which were carried for their perfume.

Record what you have done sequentially.

18/19 A London Street

Use the teacher's background information on page 13 to inform children about life in London during the plague. Enlarge the pictures on page 18 and having referred to the background notes discuss the part these people played in the plague. Allow children to draw and paint the characters and write about them. Refer again to the pictures on page 18 in conjunction with the outline sketch on page 19 so that the characters may be drawn onto the sketch.

20 What did they think?

Discuss the illustrations and make models of the characters showing how they might interact with each other. Use a shoe box with one short and one long side cut away in which to place the models. Background scenes can be drawn on the shoebox. Imagine the King is being advised to leave the city. Make a model of the scene. Write stories about what is happening in each scene. Cut out each picture and write a story about each person.

21 The Unhappy Tale of George Viccars

Read the story of Eyam in the teacher's background information. Discuss the events on the activity page and cut out and stick them in order. Use individually or as a group activity.

22 Eyam Today – a Jigsaw

Talk about the photographs which are modern, original source material. Cut out then make up the jigsaws and write about each one. Use the role play area to enact a scene in the village. Compare how these buildings would have looked in the past.

Key Vocabulary

Plague, disease, diarist, posies, herbs, pomander, courage, despair, victim. Children will find it useful to collect the key vocabulary associated with each event studied using the 'Glossary outline' on page 62.

My Diary about...

Use the diary page (see page 61) to record any of the famous events covered in the book.

Additional Activities

1. Talk about any good which may have resulted after the plague and the following fire eg. The city was rebuilt, the streets were made wider, the buildings were made from stone, there was an increased awareness of public health issues.
2. Investigate what London looked like after rebuilding. Paint and draw pictures.
3. Use plasticene to make a model of Mompesson's Well. Include figures bringing food and victims scurrying away before they could make contact with their neighbours.



Eyam Parish Church



Mompesson's Well



Plague Cottage



Village Shop

Samuel Pepys: Diary Writer 1633-1703

Look at the portrait of Samuel Pepys.
What can you tell about him?



Samuel Pepys (1633-1703)
(engraving) (b&w photo) by Sir
Godfrey Kneller (1646-1723) (after)

Private Collection/Bridgeman Art
Library

Samuel Pepys lived in London at the time of the plague. On the 16th of October he wrote in his diary:

“But Lord, how empty the streets are, so many poor sick pepole and so many sad stories overheard as I walk.”

Ring a Ring of Roses

What do you think that the rhyme tells you about the plague?

Ring a ring of roses,
A pocket full of posies,
At-ishoo! At-ishoo!
We all fall down.



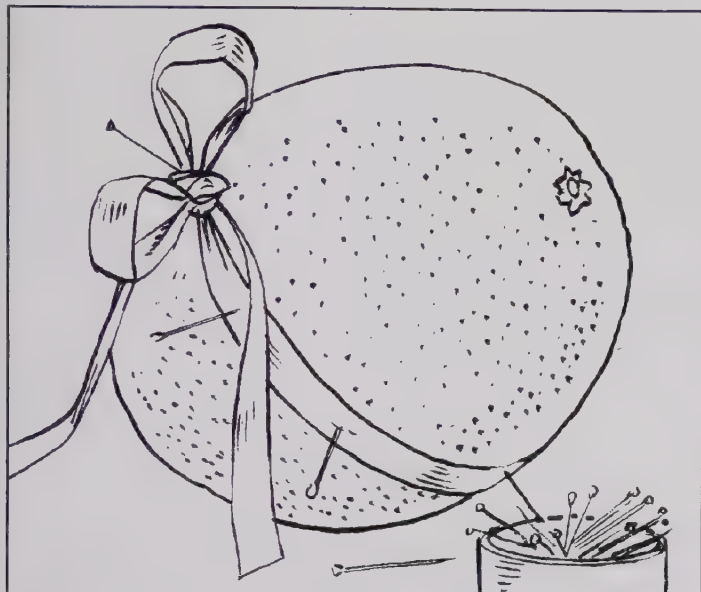
What do you think these doctors are talking about?

Make a Pomander

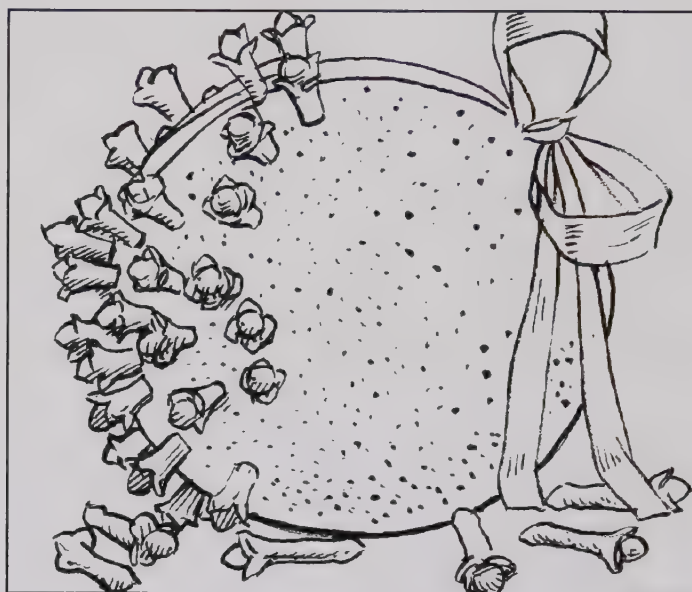
During the plague many people carried bouquets of sweetly scented flowers as there were so many horrible smells in the streets. Do you know why pomanders were often made?

You can make one too. Here is what you will need:

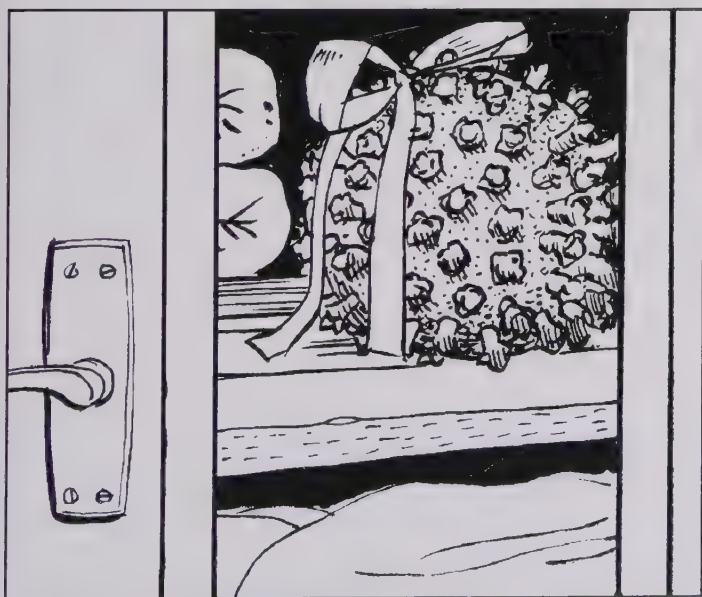
An orange, narrow ribbon, cloves and pins.



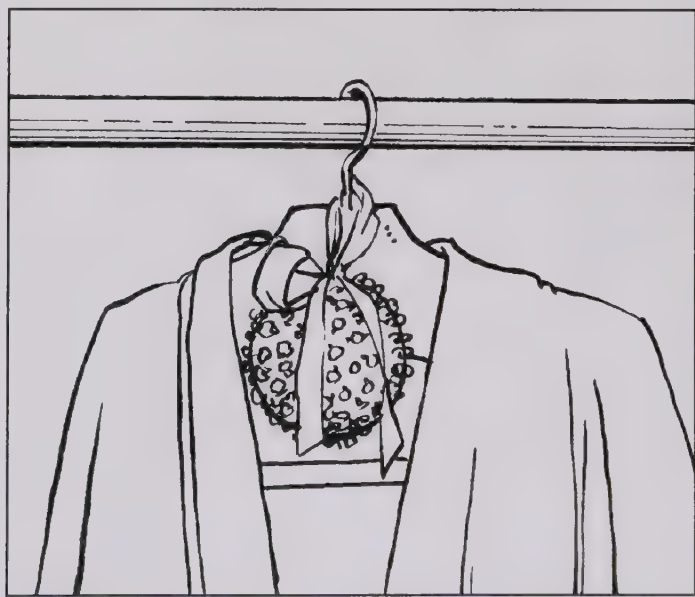
Tie ribbons around the orange and press the pins in to make it secure.



Press the sharp end of each clove into the orange until the orange is covered in cloves.



Put the pomander in a warm place such as an airing cupboard for several weeks. Do you think it will smell and feel the same when you take it out?



You can put the pomander into a drawer or on a coat hanger to scent your own clothes or those in the role play area.

London Street People

Here are some of the people you might see in the street at the time of the plague.



A Doctor



A Doctor wearing special clothes. Why?



A rich man trying to leave London quickly.



A man taking potions to cure himself.

A London Street

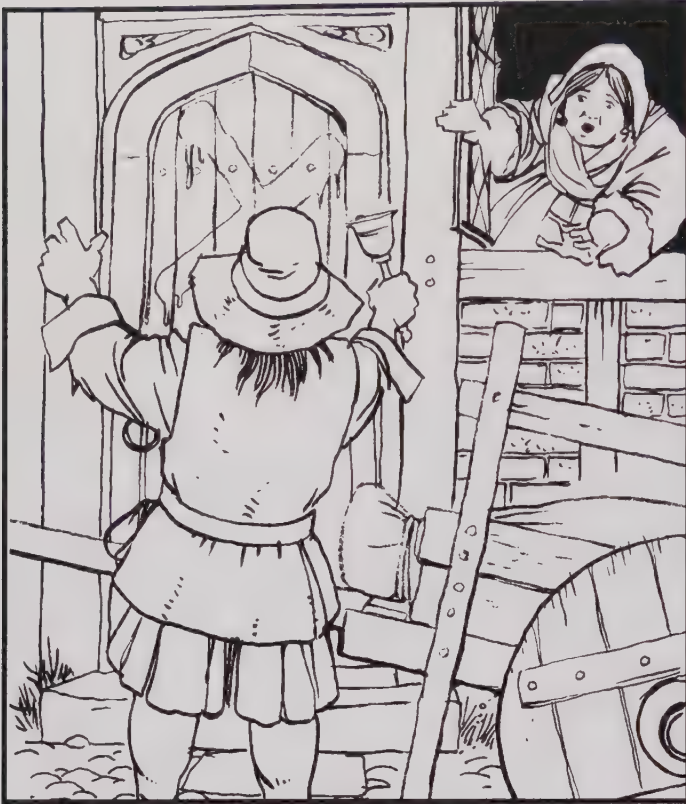
Look at the busy street in London at the time of the Great Plague. Draw some of the people you might see in the street.



Samuel Pepys said:-

“I did in Drury Lane see two or three houses marked with a red cross upon the door”

What did these people do and think about The Great Plague?



"Bring out your dead", the man is shouting, as he rings the bell.



A mother with a sick child.



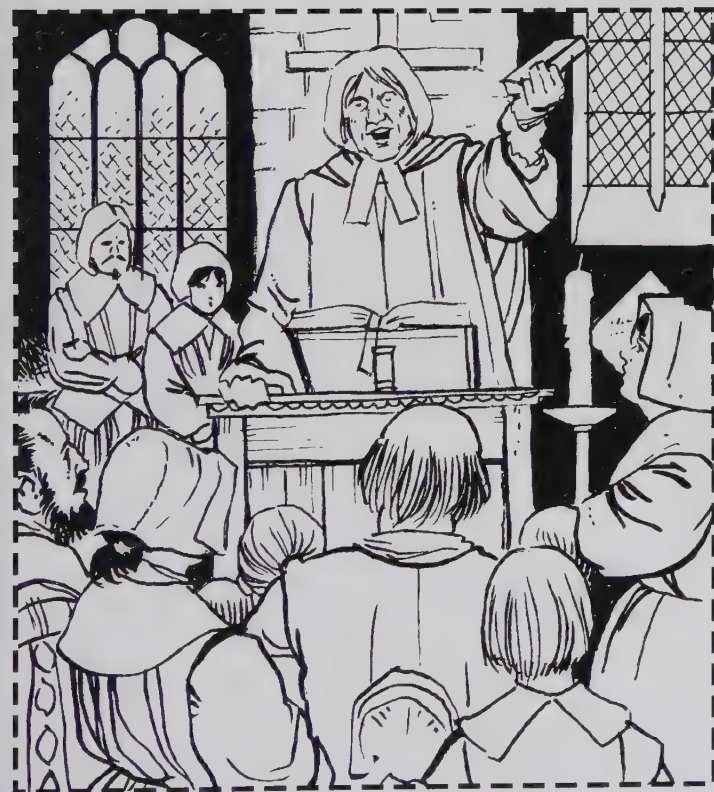
Charles II



A Doctor

The Unhappy Tale of George Viccars

Tell the story of George Viccars in the order that it happened.



The Vicar, William Mompesson persuaded everyone to stay in the village.

Sadly, George became ill and died.



Villagers went to the well at the edge of the village to collect food.

The cloth which came from London was damp. It was unrolled and left to dry.

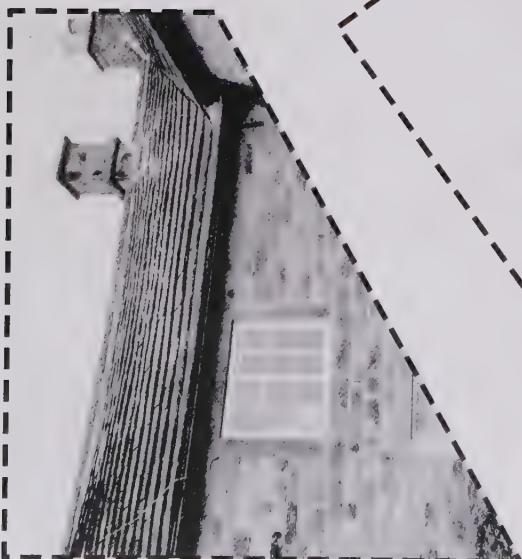
Eyam Today: Fit the Jigsaw Pieces

The Parish Church

Mompesson's Well

A Village Shop

Plague Cottage



The Great Fire of London 1666

The Great Fire was a disaster waiting to happen in the crowded and thriving streets of London. The Great Fire began in Thomas Farynor's bakery in Pudding Lane at about 2am on Sunday September 2nd 1666. Having been awakened by a workman, Farynor and his household escaped through an upstairs window onto the rooftops. It is believed that the fire started from a spark from the baker's ovens which had not been extinguished properly, and soon the whole of Pudding Lane and the nearby Star Inn on Fish Street were alight. Although the fire was reported to the Lord Mayor, Sir Thomas Bludworth, he presumed that it was only small and went back to bed. Samuel Pepys, a wealthy Londoner, wrote eyewitness accounts in note form of the Great Plague and the Great Fire, as well as accounts of his daily life. His first entry about the fire in his diary reads thus, "*Jane called us up at about 3am in the morning to tell us of a great fire in the City. I thought it's far enough off, and so went to bed again and to sleep.*" The fierce flames now engulfed Thomas Street with its wharves and tall warehouses full of highly flammable goods, such as oil, tallow, hemp and brandy. These added further fuel to the fire. By 8am on Monday morning over 300 houses had been burnt down and the flames were halfway across London Bridge. Samuel Pepys wrote "*I rode to the waterside, and there saw a lamentable fire*". He goes on to say, "*...poor people staying in their houses as long as till the very fire touched them, and then running into boats, or clambering from one pair of stairs to another. Among other things, the poor pigeons, I perceive, were both loth to leave their houses, but hovering about the windows and balconies till they burned their wings and fell down.*"

The fire spread so quickly because there was a strong easterly wind blowing and this, after a long spell of dry weather which had rendered everything tinder dry, enabled the flames to quickly take hold. The majority of the Tudor houses were timber-framed, and even though some roofs were tiled or slated, many pitch or thatched roofs were still in evidence. Houses were often multi-storied, built very close together and often leaned over the narrow, dirty streets. Large wood or coal fires were used for warmth and cooking. Candles were the main source of light and also potential fire hazards. Little effort was made initially to fight the fire by the London populace as they gathered their possessions and fled the City by road and river. This angered Pepys and caused him to write, "*Nobody in my sight endeavoring to quench it, but to remove their goods and leave it all to the fire.*"

London Burns

The fire raged through the narrow streets of London all Sunday and into Monday and it consumed everything in its path. Pepys wrote, "*and saw the fire as one entire arch of fire above a mile long: it made me weep to see it. The churches, houses and all on fire and flaming at once, and a horrid noise the flames made and the cracking of the houses.*" The Royal Exchange was destroyed and St. Paul's Cathedral began to burn. Half of London had been burned to the ground by Tuesday 4th. Still the fire did not abate as Fleet Street, Old Bailey, Ludgate Hill and many more streets were reduced to ashes. St. Paul's Cathedral was now lost too. Pepys was beginning to become concerned about his own property and his diary entry for Tuesday 4th reads, "*dug a pit in the garden of my house and buried my store of wine and Parmesan cheese for safekeeping.*" However, with a change of wind direction and a more organized effort by officials and firefighters to fight the fire, it was finally brought under control late on Wednesday 5th. All fires to the west of the City were extinguished but not before they had reached Temple and Cripplegate. On Thursday 6th several small fires broke out but were of little significance and were quickly dealt with. The damage was extensive: the fire having burned 13,200 houses on 400 streets, leaving 10,000 people homeless. 87 churches had been destroyed, including St. Paul's Cathedral. Miraculously, there was only a small death toll of eight people, most having fled the city to St. George's Fields and Moorfields. Thousands of Londoners were now homeless, with businesses in ruins, and the King issued emergency proclamations, which provided them with food and tents for shelter.

Fighting the Fire

There was little in the way of organized fire fighters but many parishes had some equipment, even though it was often neglected and unusable. Leather buckets, filled with water from the Thames, were used to douse the fire, with men forming human chains from the river to the fire. There were hooked poles (fire-hooks) which together with axes, chains and ropes, were used to pull down thatched roofs or even whole houses. Fire-squirts, which looked like a large syringe and held about a gallon of water, were also used to try to put out the fire. The only effective method in fighting such a large fire was to create large firebreaks. On Sunday 2nd Pepys suggested to King Charles it would be wise to take such action and the King ordered the

demolition of all houses in the path of the fire. The Lord Mayor, on receipt of these orders from Pepys declared, "*Lord, what can I do? I am spent: people will not obey me. I have been pulling down houses, but the fire overtakes us faster than we can do it.*" On Monday, James, Duke of York (the King's brother) organised teams of soldiers, sailors and civilians to fight the fire. Gunpowder was used to blow up houses and shops to make firebreaks and to save important buildings, such as the Tower of London. We learn from Pepys that on Tuesday 4th "*...the King himself was seen helping the soldiers...*" On riding through the streets, the King had joined the fire fighters and helped to make firebreaks and to pass buckets of water. He gave out money as an encouragement to these people.

Rebuilding London

A new city had to be built and plans were put forward. One of the architects was Sir Christopher Wren, who together with King Charles, envisaged a city of wide streets and grand buildings. Most plans were thought to be too expensive and time-consuming, and even though a few wide streets were built, most properties were rebuilt by Londoners themselves. However, the King did decree that all new buildings had to be of stone and bricks. The new St. Paul's Cathedral, designed by Wren, was started in 1675 and completed 44 years later. New fire insurance companies came into existence as a result of the Great Fire and an Act of Parliament was passed ordering that fire-fighting equipment was to be provided for Londoners. A Monument was built to the Great Fire, again designed by Wren, and was completed in 1677. It still stands today near Pudding Lane and is a famous London landmark.



Completed jig-saw picture from page 33

The Great Fire of London 1666

page

25 The Story of the Great Fire of London - A Sequencing Activity

The aim of the activity is to give the children the opportunity to sequence some of the events of the Great Fire. The teacher's notes give a detailed account of the Great Fire of London. Use these to relate to the children how it began, why it spread, how the fire ended and its results. Cut out the pictures and writing. Match them and stick them in order. Encourage the children to add more information of their own.

26 London's Burning - A Street

Use the two activity sheets, 'London's Burning' to make a collage of the Great Fire. Look at pictures of street scenes in London before /after the fire. Compare and discuss the differences. Describe the key features of houses and streets in the seventeenth century (see teacher's notes) and encourage the children to think of reasons for the rapid spread of the fire.

Ask children to cut out the row of houses and stick onto the middle of their paper. Draw and colour flames all around the houses/ or use coloured tissue to make the flames.

27 London's Burning - The People of London

Discuss the people in the pictures on the activity sheet. Talk about who they are, their appearance and what part they played in the Great Fire. Ask children to colour and cut out the figures and stick them onto their picture to complete their collage of the Great Fire. Encourage the children to write a sentence for each.

28 Fighting the Fire - Cut and Match

The aim of the activity is for the children to identify the different methods used to fight the fire. Encourage the children to discuss who helps to fight fires today and explain that there was no fire brigade at the time. Use the background notes to give information on the ways in which people tried to put out the fire and why the methods were ineffectual. Ask children to cut out the pictures and labels on the activity sheet and match them correctly. The children could then write a sentence for each one. They could paint their own pictures of men fighting the fire.

29 Picture of the Great Fire of London

Look at various pictures of the Great Fire in different books (e.g. Start up History The Great Fire of London by Stuart Ross, Pub. Evans Bros Ltd ISBN

0-237-52411-7) Talk to the children about the information that the pictures give us and what we can learn from them. Examine and discuss the picture on the activity page. Use the information from it to finish the sentences. Colour the picture carefully.

30 A Picture Frame - Be an Eye-Witness

The aim of the activity is for the children to pretend that they are an eye-witness to the Great Fire and to use their knowledge to draw a picture which gives some information about it. Provide an opportunity for everyone to discuss their work.

31 Samuel Pepys-What did he look like?

This activity can be used with individuals or enlarged for use with a group. Explain that Samuel Pepys lived in London at the time of the Fire, was an eyewitness to it and recorded the events in his diary. The teacher's notes give information on his life and work. Examine his portrait on page 15 and note his mode of dress and hair. Use the drawing on the activity sheet to make comparisons with clothes worn today. Colour and cut out Samuel Pepys and label his clothes. Complete his attire by putting on his wig! You could use the picture frame on page 30 to draw his portrait.

32 Samuel Pepys' Diary - Cut and Match

Discuss with the children what a diary is, what people write in them and how they can tell us things about the past. Read extracts from Pepys' diary, which are contained in the teacher's notes, and encourage the children's comments on his thoughts and feelings. Discuss the fact that they are original source material. The activity sheet contains short edited versions of Pepys' Diary. Children can cut out the time-line and stick it in

their book. Cut out the extracts from the diary and stick them in the correct place on the time-line.

Use the diary page (page 61) and become a diarist like Samuel Pepys.

33 After the Fire - A Jig-Saw

This is an opportunity for teachers to discuss the results of the Fire and the rebuilding of London by such architects as Sir Christopher Wren. Show the children pictures of the Monument to the fire and St. Paul's Cathedral. Compare how they looked when they were built to what they look like now. Make up the jigsaw pieces on the activity page and write about them. Complete the sentence and stick it below the pictures.

Key Vocabulary

A long time ago, in the past, first, last, before, after, then, next. Timber-framed, multi-storied, thatched, plaster, Tudor style, warehouses, bakery, monument. Diary, eye-witness, memories, first-hand, reasons, result, because. Smoulder, spark, fire-break, demolish, equipment, hand-squirts, leather buckets, Samuel Pepys, King Charles, Constable, Mayor, St. Paul's Cathedral, River Thames.

Children will find it useful to collect the key vocabulary associated with each event studied using the 'Glossary outline' on page 62.

Additional Activities

Examine a large simplified map of London and trace the path of the fire. Discuss the dangers of fire and fire safety. Make Tudor houses from shoe boxes. Find out about other witnesses to the Great Fire, such as John Evelyn. Be a newspaper reporter and write an account of the fire.



Completed jig-saw picture from page 33.

The Story of the Great Fire of London

Cut out the pictures and writing. Match them and stick them in your book in the right order.



The King helped to fight the fire.

The fire started in a baker's shop in Pudding lane.

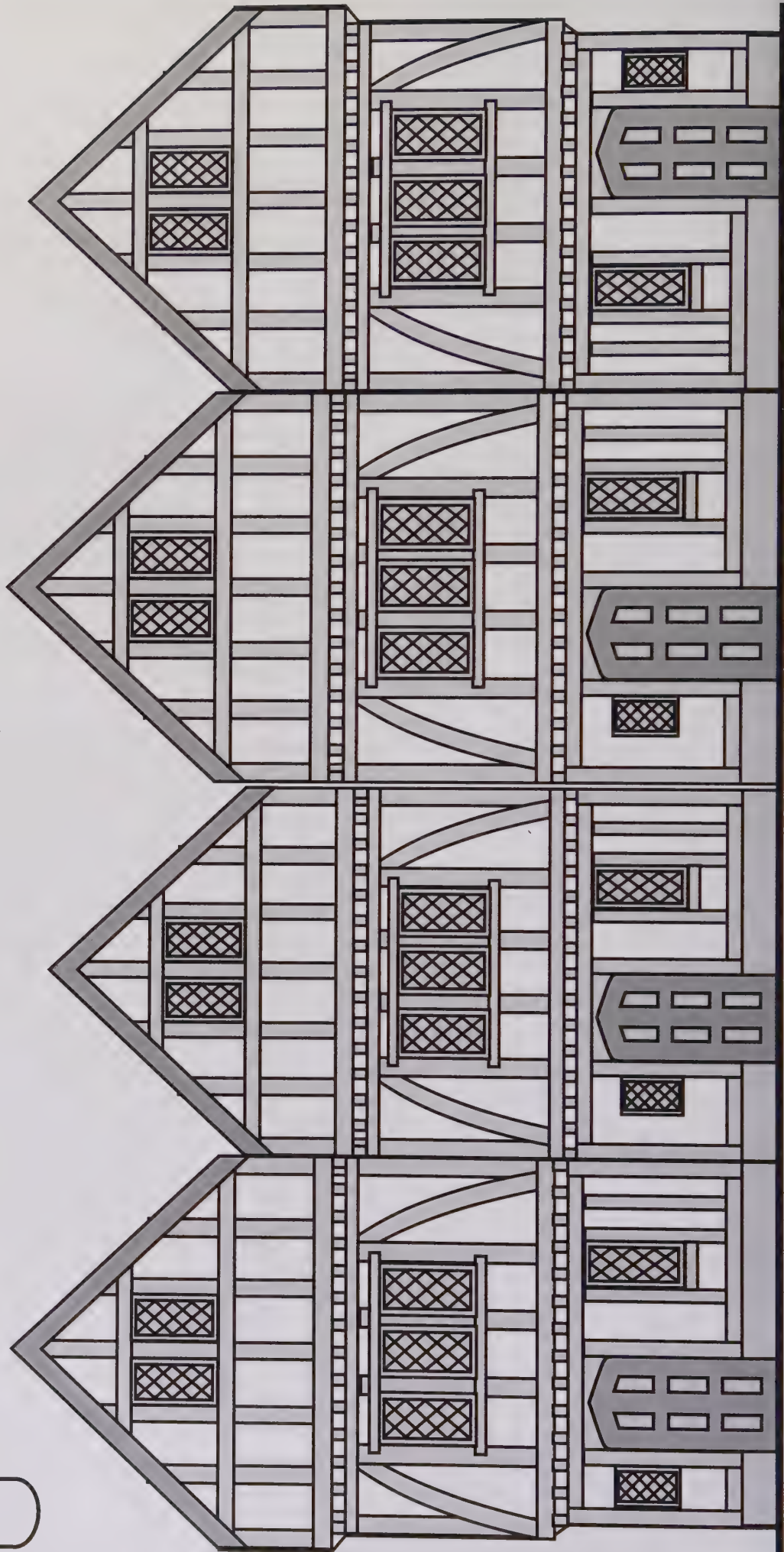
The fire burned for five days.

Many people left London.

London's Burning

Make your own pictures of the Great Fire. Cut out the houses and stick them onto a piece of paper. Draw and colour the flames all around them.

London's burning! London's burning!
Fetch the engine! Fetch the engine!
Pour on water, Pour on water.
Fire, fire! Fire, fire!



London's Burning

Colour and cut out the people. Stick them onto the picture in front of the houses.
Can you write a sentence about each person?



Men fighting the fire



Mr Samuel Pepys



Woman and her children

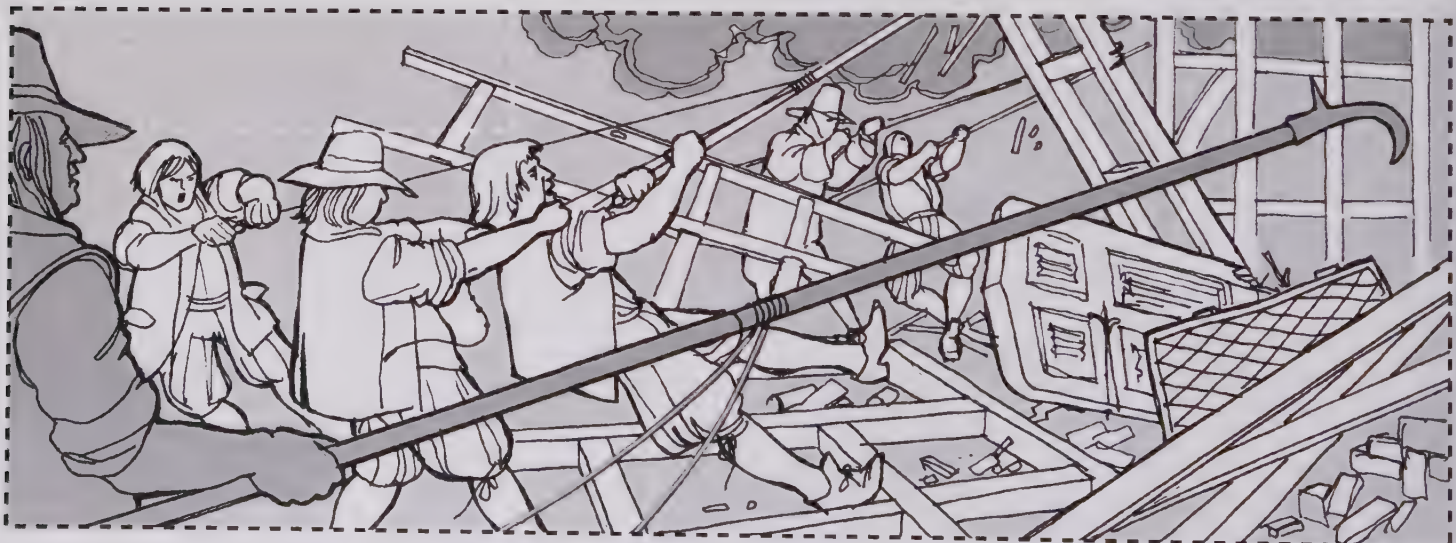
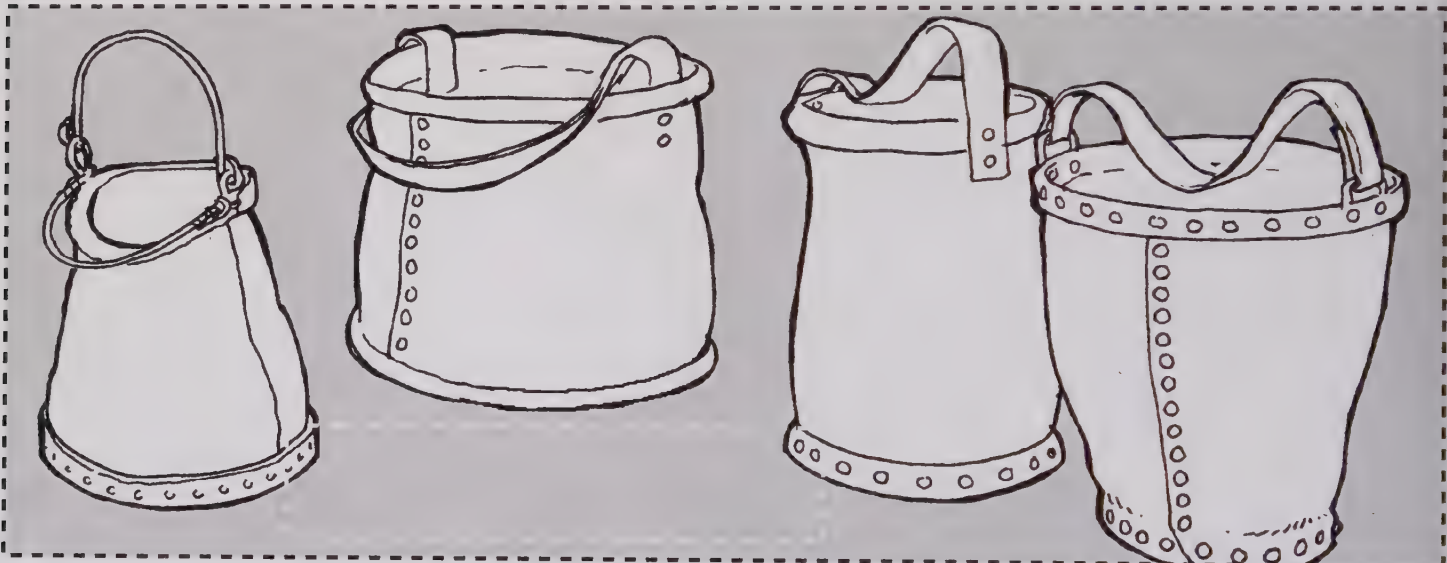


King Charles II



Fighting the Fire

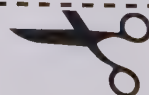
Cut out the pictures and label and match them correctly.
Stick the pictures in your book. Write a sentence for each



leather buckets

long hook

hand squirt



A Picture of the Great Fire of London



1. The fire spread quickly because

.....

2. People were afraid and

.....

3. Samuel Pepys

.....

4. The houses were

.....

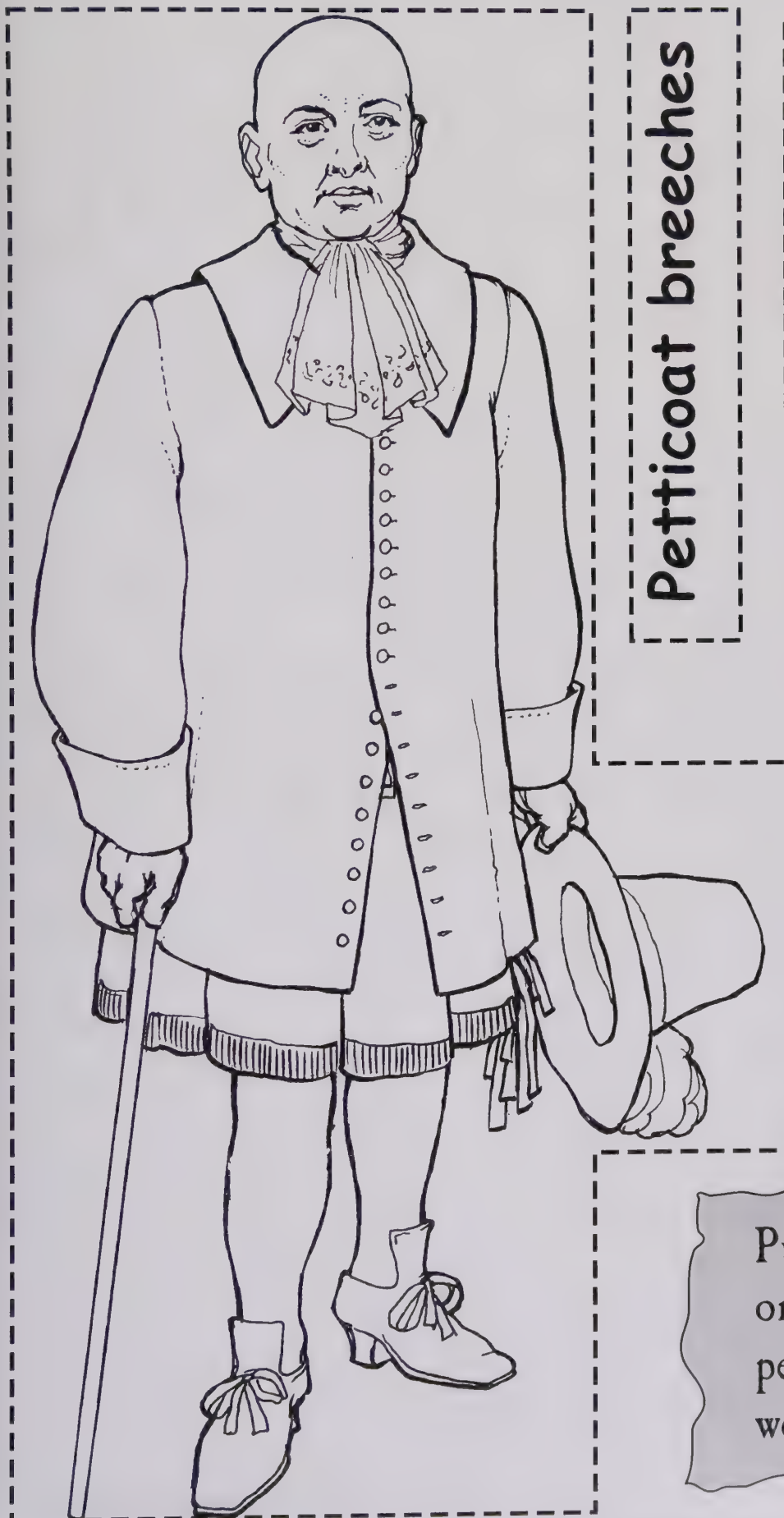
A Picture Frame - Be an Eye-Witness

Draw your own picture about the Great Fire of London in this frame.

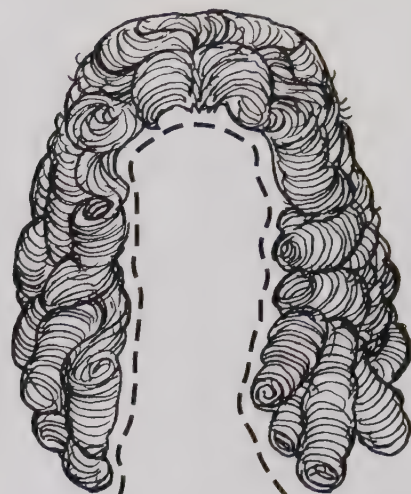


Samuel Pepys - What did he look like?

Samuel Pepys lived in London at the time of the Great Fire and wrote about it in his diary. His portrait is on Page 15. This drawing shows the sort of clothes he would have worn. How do you think they are different from the clothes worn today?



Petticoat breeches



Periwig

Hat

Ruff

Gloves

Put both legs through
one leg hole of my
petticoat breeches...
went so all day.

Samuel Pepys' Diary

Here are some extracts from Samuel Pepys' Diary. Cut them out and stick them in the correct order on the time line.

Wednesday

The king helped to fight the fire.

Sunday

I told the king about the fire.
The churches, houses and all

Monday

The streets and highways are crowded with people.

Tuesday

I buried my cheese and wine in the garden.



Sunday



Monday



Tuesday

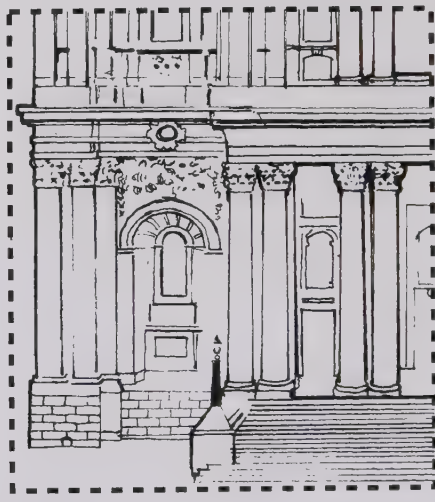
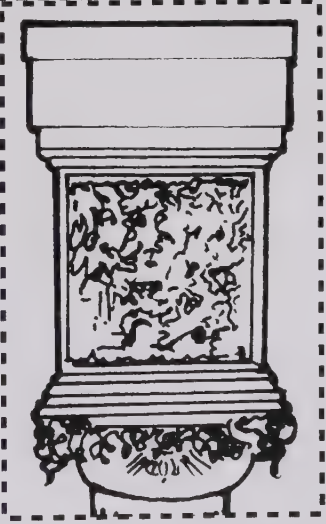
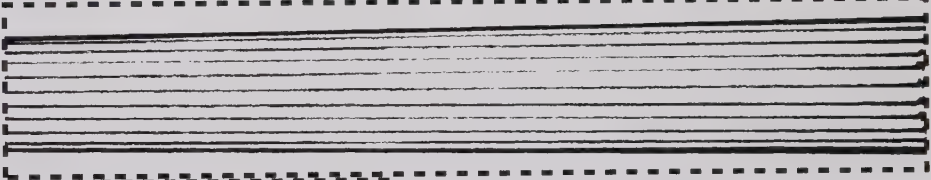
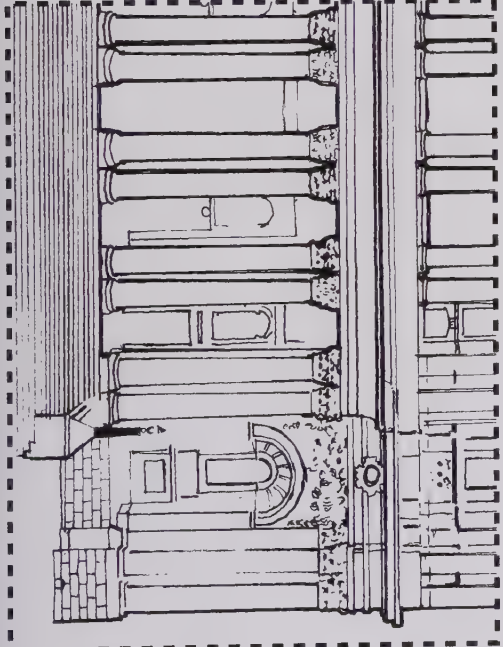
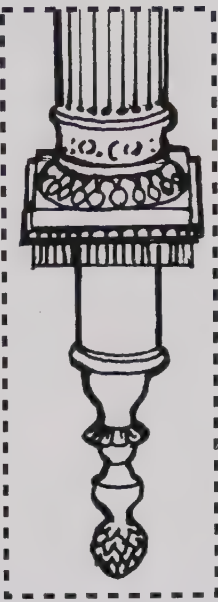
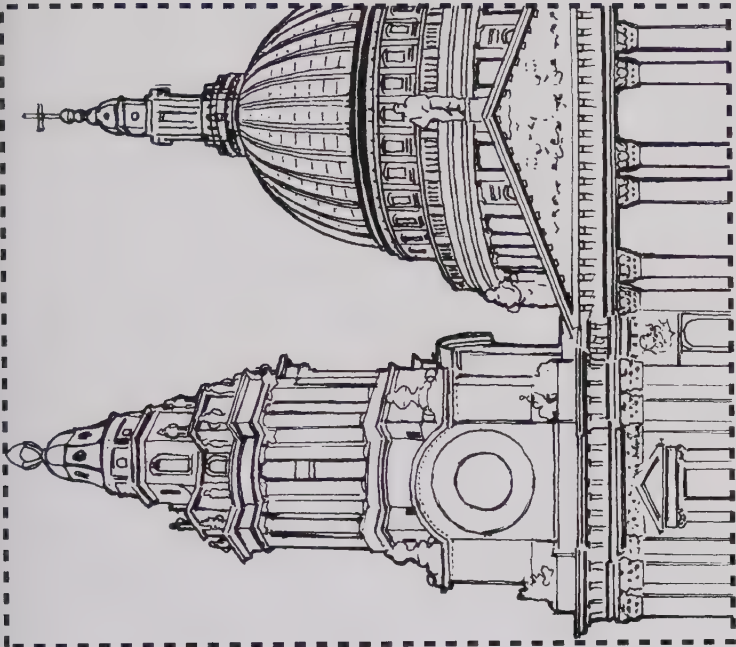


Wednesday

After the Fire - Fit the Jigsaw Pieces

A Monument to the Fire

St Paul's Cathedral



We remember The Great Fire of London

.....

.....

Remembrance Day is commemorated annually on 11th November

Remembrance day has its origins in the First World War (1914-1918), a terrible war fought in Northern France, in rat-infested trenches and with a loss of over 8 million lives. 'The Armistice', an agreement to stop fighting, was signed on November 11th 1918 and it was agreed that hostilities should cease at 11 o'clock. This meant that the war had ended at the 11th hour of the 11th day of the 11th month. In 1919, the first Armistice Day was celebrated and continued to be celebrated until after World War II, when it became known as Remembrance Day.

A Two Minutes Silence to Remember

A two minutes silence is observed at 11 o'clock on 11th Nov. It is to remember and reflect on those who have died in different wars and conflicts to bring us peace and freedom. We remember men and women in the British forces and the many Commonwealth servicemen from Canada, Australia and New Zealand, India, Africa and The West Indies who fought alongside them. Also in our thoughts are the many other people who gave their support, such as doctors and nurses and those who worked on the land and in factories. It is a time to consider the fact that there are still many conflicts today and that soldiers are killed everyday.

Poppies for Remembrance

The origins of the poppy as a symbol of remembrance lie again in the First World War. The fields of Flanders had been totally ruined by the fighting, turned into a muddy wasteland in winter and barren dry earth in summer. Only wild poppies bloomed on the battlefields, and amongst the graves of the fallen, changing them to a sea of red. They made an impact on the fighting soldiers and reminded them of their friends who had died.

In 1918 Moina Michael, an American, wrote a poem 'The Victory Emblem', in which she said in the last verse, '*And now the torch and poppy red, Wear in honour of our dead.*' She went out and bought 25 artificial poppies and sold them to her friends and they wore them in memory of 'all those who died in Flanders Field'. They were the first to wear poppies as a remembrance symbol and so the idea was born. It was developed further by a Frenchwoman, Madame Guerin, who sold millions of poppies, made by French women, in the USA to help needy children and to aid areas of France devastated by the war. In 1921 the Flanders Poppy was introduced to the U.K. and adopted by the British Legion and on 11th Nov. 1921 £106,000 was raised by the sale of poppies. The Annual Poppy Appeal by the Royal

British Legion raises money to help ex-servicemen/women and their families.

How and Where Poppies are Made

Poppies are sold in October and November by an organisation called the Royal British Legion and are produced at their poppy factory in Richmond, near London. They began in 1922 with just five disabled ex-servicemen and now employ as many as a hundred people, with some working at home. Between 30,000 and 40,000 million poppies are made annually, some to be sold individually and others set in wreaths for memorials. Machines are used to cut the paper petals and leaves of the small poppies which are then attached to a plastic stem with a black button in the centre. Taffeta silk is used for the larger poppies in wreaths.

Remembrance Sunday

To honour those who died in war, Remembrance ceremonies take place in towns and villages all over the country with parades, marches and church services. Poppy wreaths and Remembrance crosses are laid on war memorials by locals and ex-servicemen and women in uniform. Flags are carried and bands often accompany the marchers.

At the Cenotaph in London, there is a special ceremony in which men and women from all over the country and Commonwealth, who fought in the wars, or helped in other ways, take part and lay wreaths in memory of their fallen comrades. The Queen and members of the Royal family and her government also attend. There is a two minute silence which begins as Big Ben strikes the hour at 11 am and the atmosphere is very sombre and emotional. A gunshot marks the end of the silence and the Queen and others offer their tributes. After the national anthem, servicemen and women march past the Cenotaph, saluting the war dead and laying their wreaths. The elderly and infirm are supported by their comrades as the Veterans proudly march in their service uniforms, adorned with medals.

War Memorials

War memorials were built by a grieving public in towns and villages all over the country to honour the bravery of those who died in the First World War. Names of service personnel from the two world wars and other conflicts are listed on the memorials, and it is here that services are held and wreaths and Remembrance crosses laid on Remembrance Sunday. The memorials are built in special places - town centres, village parks, specially created gardens or are just a simple plaque at the entrance to the village church. They vary in

design too, from stone pillars and crosses to statues of soldiers and animals and stained glass windows in churches.

Many have the inscription from 'For the Fallen' by L. Binyon...

They shall not grow old as we that are left grow old;

Age shall not weary them nor the years condemn.

At the going down of the sun and in the morning,

We will remember them.

The Cenotaph is a national memorial in Whitehall, London. It was built of wood and plaster for the first Armistice Day in 1919. The present memorial was designed by Edward Lutyens, built of Portland stone and unveiled in 1920. It bears the inscription, 'The Glorious Dead'.

The Story of John McCrae

Canadian John McCrae, was born in Guelph, Ontario in 1872. He was educated first in Guelph and later at Toronto University where he completed his B.A. and went on to study medicine.

As a student he had a keen interest in both writing and the military. He had poems and short stories published and later wrote scientific articles and medical text books. He put off his medical career to go to South Africa with the artillery to fight in the Boer War, and was involved in several campaigns. On his return he pursued a successful career in medicine, being employed both as a pathologist and a physician at hospitals in Montreal.

In 1914 McCrae volunteered to join the military and was given the post of Brigade surgeon in the First Canadian Army. Whilst stationed in Flanders, Belgium, he was responsible for a field dressing station at the front during the second battle at Ypres in Spring 1915. There, he treated the wounded soldiers, performed his duties as a surgeon and occasionally performed burial services. McCrae was moved by the deaths of so many young men and particularly his closest friend, Alexis Helmer, buried in a grave decorated only with a simple wooden cross. He wrote his famous poem 'In Flanders Field' on a page torn from his despatch book, on the day after his friend's death. It was published in Punch in 1915. McCrae died of pneumonia in a hospital in France in Jan. 1918 and is buried at Wimereaux cemetery in France. At his funeral his horse 'Bonfire', wore his master's boots backwards in military tradition. McCrae's poem inspired countries around the world to adopt the poppy as The Flower of Remembrance.

Remembrance Day

page

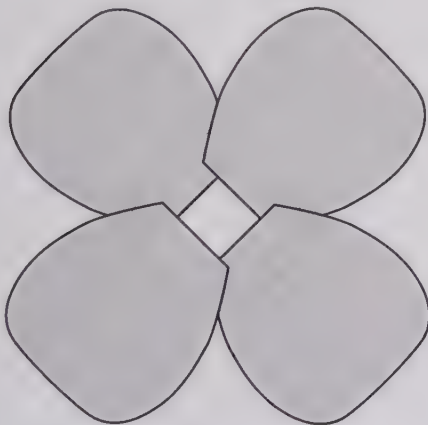
36 Remembrance Sunday at the Cenotaph - Shared Text

Refer to the teacher's notes for information about the Armistice and the first Remembrance Day, explaining that the origins lie in the first World War. Explain that there are parades in towns and villages all over the country on Remembrance Sunday (the 2nd Sunday in November) and most end at local war memorials, where poppy wreaths/crosses are laid.

The text can be enlarged onto A3, put onto an OHP and used as a shared basis for discussion. Highlight and discuss key vocabulary. The children can go on to find out what happens in the local community on Remembrance Sunday and make comparisons with Remembrance Day in London. Use the television screen on page 47 to draw and write about the ceremony at the Cenotaph.

37 Make a Remembrance Day Poppy

The idea is for the template of the poppy petals to be used and made into large poppies for display. See diagram. Arrange four poppy petals like this.



Stick a large black card circle over the dotted lines.

Suggested ideas for activities include: Use the teacher's notes for details on why we have poppies for remembrance, the first artificial poppies and how and where poppies are made today. Children cut out a petal in red card using the template and write about Remembrance Day poppies. Assemble as described above and display as 'Poppies for Remembrance.'

Use the poppy petals for the children to write 'A Remembrance Day thought/prayer'. Assemble and display as 'Our thoughts/prayers for poppy day'.

38 War Memorials - Cut and Stick

This is an ideal activity to use before/after a visit to a local war memorial.

Discuss the fact that these photographs are original source material. Use them as a stimulus for discussion about different kinds of memorials and why they were erected. Explain that people felt very sad about all those who had died in the First World War and wanted a special way to remember them. Children should cut out the pieces, label and fit together.

The children could go on to investigate other national memorials, such as the Tomb of the Unknown Soldier at Arlington, USA, the Menin Gate in Ypres, etc.

39 A soldier's Story - Sequencing Activity

Background notes give information on John McCrae, his life as a soldier and how and why he wrote his famous poem.

In Flanders Field by Captain John McCrae.

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place : and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.*

Read and discuss the first verse of the poem and explain that the poppy became a symbol of loss and hope.

The activity gives the children the opportunity to sequence the story of John McCrae. Cut a piece of A4 paper in half and staple in the centre to make a booklet. The outer page can be made into a cover with a title and the text and illustrations can be sequenced in order in the booklet.

40 A Soldier from the Past - Sketch and Write

This activity gives the children an opportunity to find out about other generations of their family/family history. Ask them if anyone in their family can remember the Second World War and collect and discuss their stories. Encourage them to bring in old photographs showing relatives in uniform and display.

Children use the activity sheet to sketch a picture in the photo frame and write 'memories' of a relative (or someone they have talked about.)

OR use the page to draw and write about John McCrae a soldier of the First World War. For details see teacher's notes.

41 What do we do to Remember?

Make a zig-zag booklet showing different ways we commemorate 'Remembrance Day'. Fold a piece of card - approx. 60 x 14 cms into six (6 x 14). Children use the first fold to design a title page. Cut out/match the pictures and writing and stick in the book. Use the last page to draw and write about something else they have learned about 'Remembrance Day'. Older children could use the pictures and write their own sentences.

Key Vocabulary

Before, after, present, past, later, nearly 100 years ago, 1914 - 1918, 1940's, First World War, Second World War. Servicemen, veterans, service uniform, medals, Royal British Legion.

Armistice, remembrance, anniversary, ceremony, celebrations.

War memorials, wreaths, monuments, plaques, cemeteries, parade, symbol, honour, respect.

Cenotaph, London, Arc de Triomphe, France, Flanders Field, Belgium.

Children will find it useful to collect the key vocabulary associated with each event studied using the 'Glossary outline' on page 62.

Additional Activities

Find out about Remembrance celebrations around the world e.g., ANZAC Day on April 25th in Australia and New Zealand, Veterans Day in the USA.

Invite a member of the local Remembrance Day parade /ex-service man in to talk to the children.

Design and make a poppy out of paper or fabric.

Write a poppy poem for Remembrance Day.

Find out more about the Royal British Legion and their poppy factory in Richmond and whom they help with their Annual Poppy Appeal.

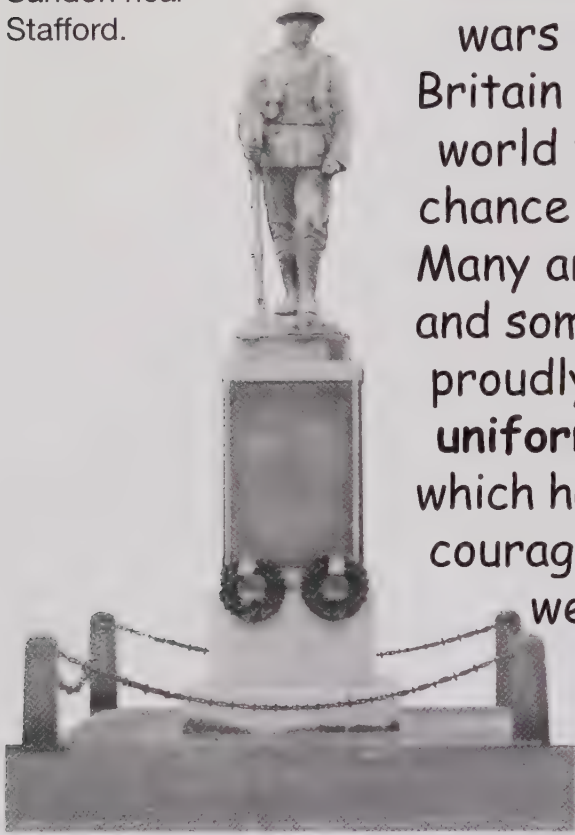


An artist's impression of Capt. John McCrae.

Remembrance Sunday at the Cenotaph

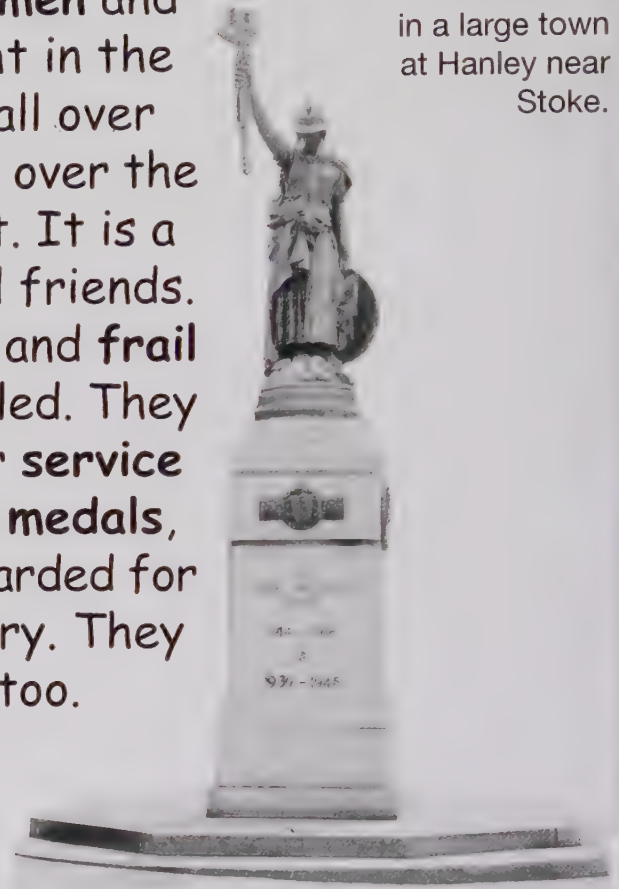
The **Cenotaph** is in London and a **national ceremony** takes place there on Remembrance Sunday.

Small village memorial at Sandon near Stafford.



Many **ex-service men** and women, who fought in the wars come from all over Britain and from all over the world to take part. It is a chance to meet old friends. Many are quite old and **frail** and some are disabled. They proudly wear their **service uniform** and their **medals**, which have been awarded for courage and bravery. They wear a **poppy** too.

War memorial in a large town at Hanley near Stoke.



Other people who helped in the wars, such as ambulance drivers, nurses, firefighters and even bus drivers, also come along to take part in the ceremony. The Queen and other important people attend and wear black clothes as a sign of **respect**.

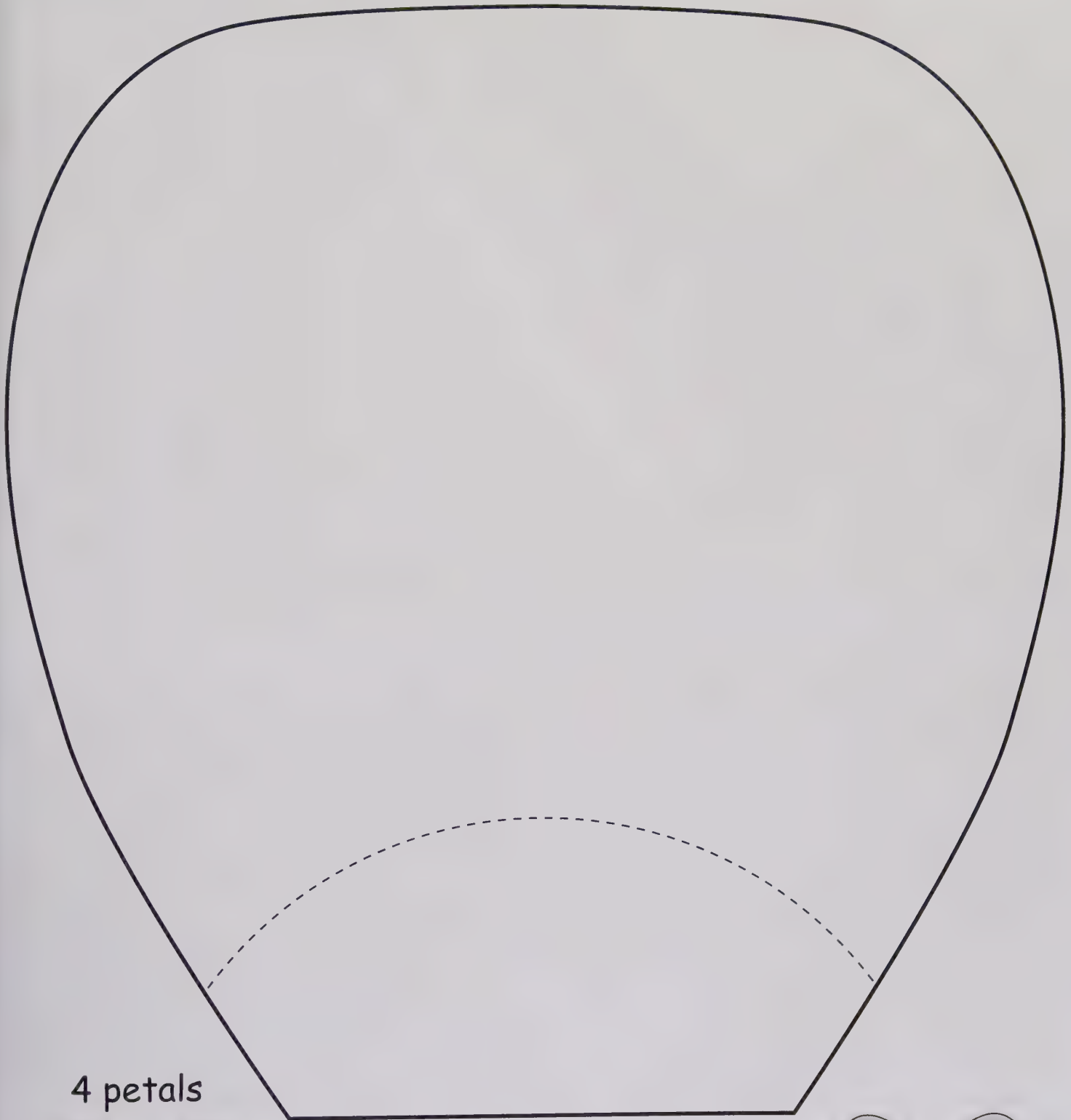
They say prayers and stand in silence for two minutes to remember those who died.



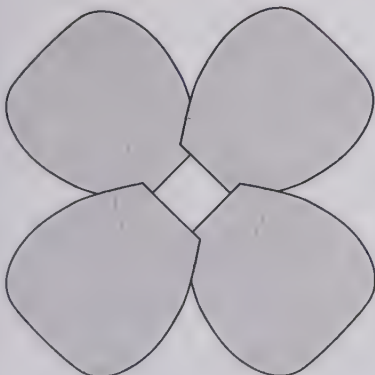
As the bands play special music, everyone marches **solemnly** and salute as they pass the Cenotaph. It take a long time for the **parade** to finish.

Many **poppy wreaths** are laid at the Cenotaph.

Make a Remembrance Day Poppy



4 petals



+

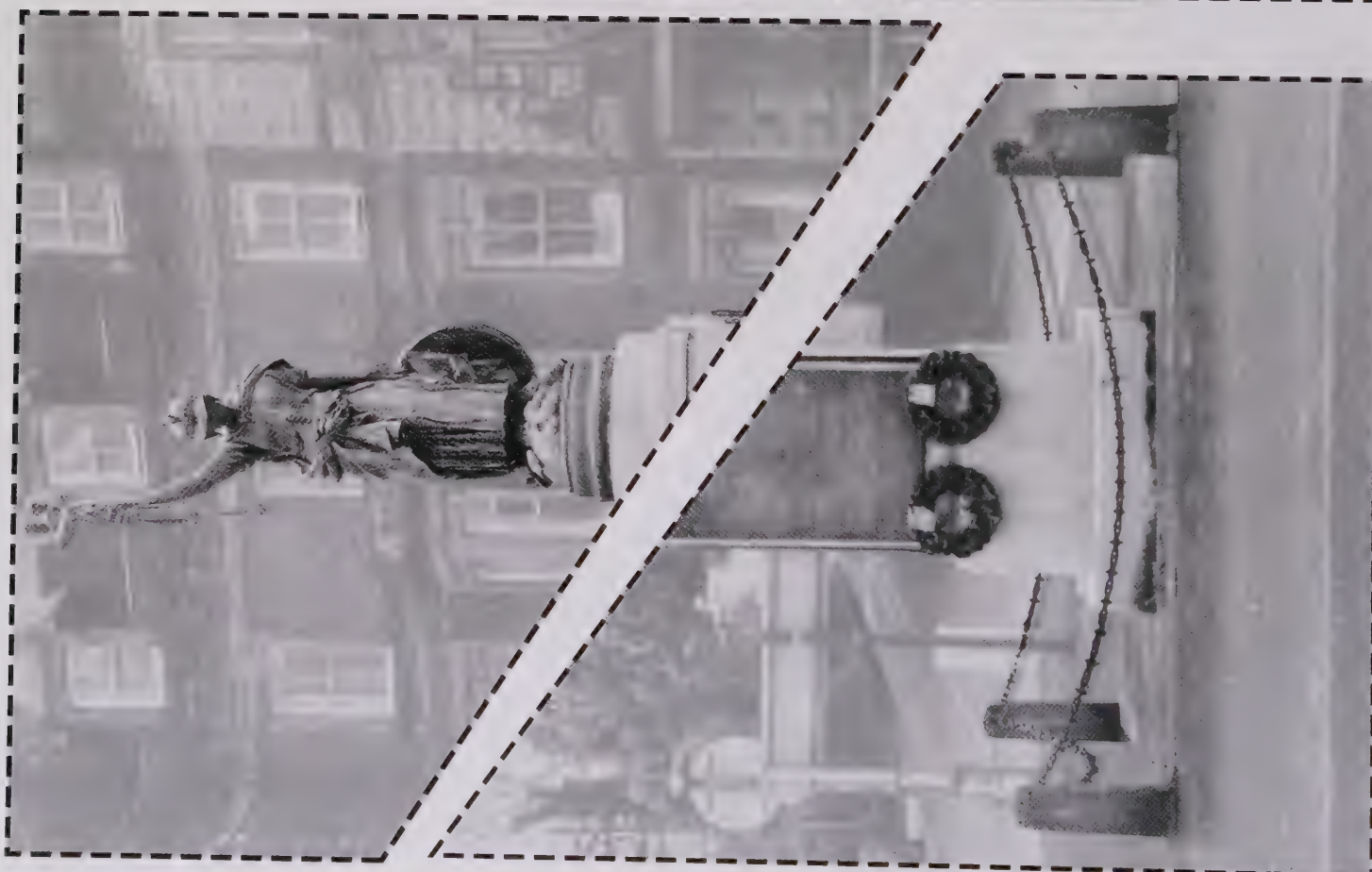


=



150mm in diameter

Build and Label Two War Memorials



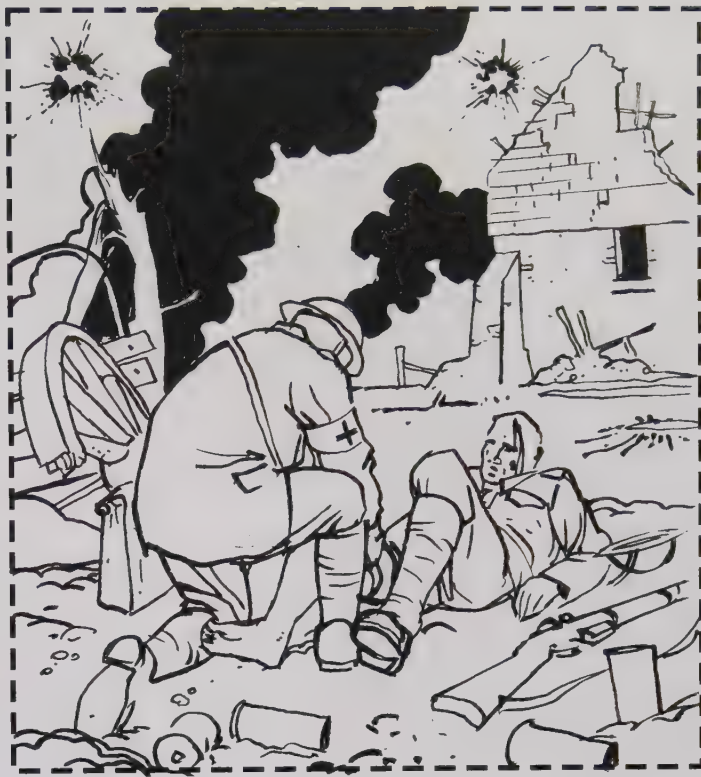
A village war memorial

A town war memorial

A Soldier's Story: Capt. John McCrae



He wrote a famous poem about poppies.



He went to serve in World War I.



John McCrae was a doctor in the army.



He was sad when he saw all the graves of dead soldiers

A Soldier from the Past



Four horizontal dashed lines for writing.

What Do We Do To Remember?



We wear poppies because they remind us of those who died in wars.



We march in our uniforms on Remembrance Sunday.



We put wreaths on war memorials.



We stand in silence for two minutes.

The Coronation 1953

The Coronation Ceremony

The Coronation service takes place in Westminster Abbey and is conducted by the Archbishop of Canterbury in the presence of representatives of the Houses of Parliament, the Church and the State. It is divided into five sections and based on a service formulated by Dunstan, Archbishop of Canterbury in 973 for King Edgar. Section one is 'the recognition', followed by 'the oath', 'the anointing', the sequence of 'investiture' and finally 'the homage'. It is the most important state occasion in the reign of a monarch and full of ancient traditions.

Coronation Day

Queen Elizabeth II was crowned at Westminster Abbey on June 2nd 1953, after long months of planning. Hopes were for sunny weather but the day dawned wet and grey. The crowds, however, were undaunted by the rain and thronged the streets of London. All were in high spirits, enjoying a great sense of camaraderie as they shared food, drinks and shelter and cheered visiting heads of state, Commonwealth representatives and members of the Royal family as they proceeded to Westminster Abbey. The Queen had insisted that the ceremony be televised, thus giving millions of people in Britain and around the world the opportunity to see it. This was the first time many had experienced television and people gathered in friend's or neighbour's houses, or village halls to watch the small black and white screens. All sorts of street parties and celebrations had been organised for a very special day.

The Queen, looking happy and excited, travelled with the Duke of Edinburgh to Westminster Abbey in the Gold State Coach, which was drawn by eight Windsor Greys. Over her magnificent Coronation gown she wore a crimson velvet 'robe of state', lined with ermine and a diamond diadem. She arrived at the Abbey at eleven o'clock and was met by her six Maids of Honour, wearing white satin dresses embroidered with pearl blossoms and small golden leaves.

The Coronation ceremony began. According to custom, the Queen put a plain white garment, the 'Colobium Sindonis', over her gown and was then anointed with holy oil by the Archbishop of Canterbury, Dr. Geoffrey Fisher. A gold robe, the 'Supertunica', was then placed on the Queen and she was escorted to the Coronation chair where she took the Coronation oath. She was given the symbols of authority, including the Orb, the Sceptre, the Rod of

Mercy and the Royal Ring. At last the crown of St. Edward was put on her head, with everyone in the congregation shouting, "God save the Queen." Guns were fired in the Tower of London, and bells rang throughout the country as everyone hailed the new queen. The final part of the service then took place as the Sovereign's peers knelt before her and pledged their loyalty. After taking Holy Communion the Queen retired to change her robes and crown.

For the return to Buckingham Palace the Queen wore The Robe of Purple velvet, which had a six-yard train, was lined with white silk and edged with ermine. She carried the Orb and Sceptre. Millions of people cheered the newly crowned Queen as she made the long journey, covering five miles, back in the Gold State Coach. She made six appearances on the palace balcony to acknowledge the crowds and the RAF fly-past.

In the evening, in a radio broadcast to the nation, the Queen said of her Coronation Day, "As it draws to a close, I know my abiding memory will be not only the solemnity and beauty of the ceremony but the inspiration of your loyalty and affection."

The Coronation Gown

A British designer, Norman Hartnell was appointed by the Queen to make her Coronation gown. After much research into the history of coronation dresses he eventually produced eight designs for the Queen to consider. They varied a great deal, as some were quite plain and simple and others were very elaborate. The dress finally approved by the Queen was to be made of white silk and embroidered with symbols of the United Kingdom and Commonwealth in silks, pearls, diamonds, amethysts and gold and silver bullion. A silk farm at Lullington Castle supplied the silk and six ladies began the embroidery, keeping their work a closely guarded secret. A lady called Madame Isabella and three other seamstresses made the dress. They made a bell-shaped skirt, lined with taffeta and three layers of horsehair, which gave it support and made it light to wear.

When the gown was completed the Queen's comment was, "Glorious." And unknown to her, Hartnell had secretly put an extra design on the left hand seam. This was a four-leafed shamrock for good fortune.

The Crown Jewels

The British and Commonwealth crown jewels are kept in the Tower of London and contain some of the most famous jewels in

the world. Much of the regalia used today was made for Charles II, as Oliver Cromwell was responsible for the sale or destruction of most of that used before the seventeenth century.

There are several crowns in the British regalia. St. Edward's crown was made for Charles II in 1660. It is the oldest and used to actually crown the monarch. It has three thousand gems. These include four large pearls which are known as 'Queen Elizabeth's ear-rings', a large ruby worn by Henry V at Agincourt and one of the four 'stars of Africa' cut from the 'Cullinan diamond' which is the largest diamond ever found. There are several other crowns, made for the queen consorts, one of which was worn by Queen Elizabeth the Queen Mother in 1937. In this is set the famous Kohinoor diamond.

An orb is a golden ball set with jewels and with a cross above, which symbolises the world under the cross of Christ.

The sceptre is a token of the monarch's position as a ruler of the people. There are six sceptres in the British crown jewels.

Amongst many other pieces there are the five swords of state, one of which is put round the monarch's waist during the ceremony, and a gold vessel in the shape of an eagle, called the 'ampulla' used for the monarch's anointing.

The Union Flag

The Union Flag represents the union of the countries of Britain (England, Ireland, Scotland and Wales) and combines three flags. In 1603, King James combined the flags of St. George of England and St. Andrew of Scotland and in 1801 George III included the flag of St. Patrick. The Welsh flag is not included on the Union Flag. The Union Jack was given its name by the navy and is flown upside down as a sign of distress.

Famous Events in the Queen's reign

- 1953 The Coronation.
- 1953 Mount Everest was conquered.
- 1958 The first motorway was opened.
- 1961 Yuri Gagarin became the first human to fly in space.
- 1966 England won the World Cup.
- 1969 Men landed on the moon.
- 1971 Decimal currency was introduced.
- 1977 The Silver Jubilee
- 1981 Prince Charles married Diana.
- 1982 Prince William was born.
- 1994 The Channel tunnel was opened.
- 2000 The Queen 'Mum' was 100 years old.
- 2002 The Golden Jubilee.

The Coronation 1953

page

44 Do you Remember? - Make 'Bunting'

As an introduction to the topic invite an elderly person into the classroom to talk to the children about their memories of the Coronation. Ask the children to find out if anyone in their family can remember Coronation Day and collect and discuss their stories. Use the background notes for information on the 'Union Flag' and 'bunting'.

Children write their 'memories' of the Coronation in the top flag and then colour in the Union Flag.

To make the 'bunting' you need a long piece of string/tape. Cut out the 'flags' and 'memories' and fold each along the dotted line. Place the fold of the flags over the string and glue/staple them in place. When all the flags have been attached to the string you can display your 'bunting' around the classroom.

45 Coronation Day - A Sequencing Activity

The aim of the activity is to give the children the opportunity to sequence some of the events from the Coronation. The teacher's notes give a detailed account of the day's events and can be used to give the children information about the occasion. Children can make a zig-zag book and EITHER cut out, match the pictures and sentences and stick in order in the book OR sequence the pictures and write sentences of their own.

46 Design a Coronation Gown

Have available pictures and photographs of the Queen in her gown. The background information gives detailed notes on the planning, design and making of the Queen's Coronation gown and this together with the pictures will give the children an opportunity to discuss and give opinions about it.

The aim of the activity is for the children to use this simple outline to make a design of their own by colouring in and decorating with collage materials. Enlarging the outline to A3 size would be helpful with this activity. Complete the picture by drawing in a crown and a cloak.

In addition, the children could make a large class collage of the Queen in her Coronation gown.

47 The Television Screen - Be an Eye-Witness

Explain to the children that the Queen insisted that the Coronation be televised and that for many people in Great Britain and around the world it was the first time that they had watched television. Many televisions were hired for the day and people gathered together in the houses of friends and neighbours to watch the event.

The aim of the activity is for the children to pretend that they are an eyewitness to the Coronation and use their knowledge to draw a picture, which gives us some information about it. Provide an opportunity for the children to discuss their pictures.

The children could investigate television/television programmes of the 1950's and use their own experiences of television today to make comparisons.

48 Design a Coronation Mug/ Souvenir

The template creates the opportunity for the children to design a Coronation mug. Explain that many souvenirs were made to commemorate the Coronation, (e.g. biscuit tins, jigsaws, plates and mugs and even bread wrappers.) Explain that they are now very collectable and valuable. Have available a Coronation mug for the children to examine. Look at and discuss the front, the back, the patterns used and colours.

Copy the template onto card, cut out carefully and fold in half along the dotted line. Children can draw their design on the front and back of the mug. They could use the inside to write about the Coronation.

Encourage the children to bring in any memorabilia of the Royal family and display them on a time-line.

49 A Queen Elizabeth II Timeline

This activity gives the children the opportunity to discuss and sequence some of the important events of the Queen's reign, details of which are in the background information. Use with individuals or enlarge onto A3 and use as a group activity.

You need a piece of paper and a copy of the activity sheet. Firstly discuss the time-line and pictures. Then cut out around the time-line and stick in the middle of the paper. Cut out the

illustrations and place them above/below the time-line in the correct place. Encourage the children to add other events. They could go on to write sentences giving an opinion on what it must be like to be the Queen (or a reigning monarch).

50 'Now' and 'Then' Zig-Zag Book

This activity gives teachers and children the opportunity to discuss some of the differences in lifestyles past and present. Have available pictures, books and photographs of the 1950's for the children to examine and make comparisons with the present day.

Use the pictures to make a zig-zag booklet with 'NOW' pictures on one side and 'THEN' pictures on the other. Encourage the children to think of other differences and add their own pictures to each side of the booklet.

Key Vocabulary

Then, now, before, after, present, past, fifty years ago, 1950's

Memories, eyewitness,

Coronation, gold/silver jubilee, reign, anniversary, commemorate,

London, Westminster Abbey, Buckingham palace,

Throne, orb, sceptre, gown, state coach, National anthem, Union Jack, bunting, souvenir, street party.

Children will find it useful to collect the key vocabulary associated with each event studied using the 'Glossary outline' on page 62

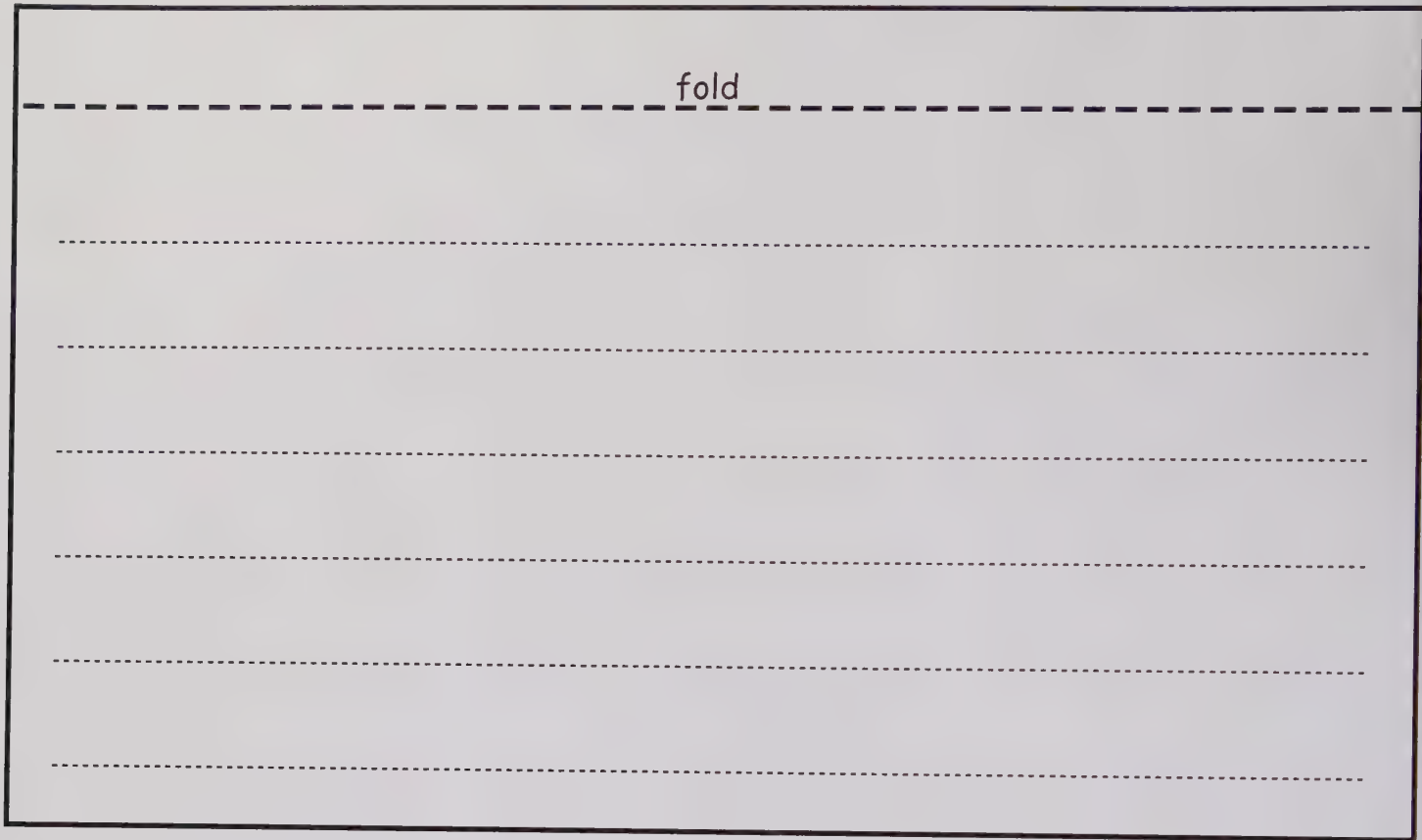
Additional Activities

- 1 Pretend you are a newspaper reporter and write a report of the Coronation, or a photographer, and draw pictures with captions to tell the story of the Coronation.
- 2 Make a 'gold state coach' out of junk materials.
- 3 Design and make a crown for the Queen.
- 4 Investigate the Queen's family and make a family tree.
- 5 Make a time-line of the Kings and Queens of the last 200 years.

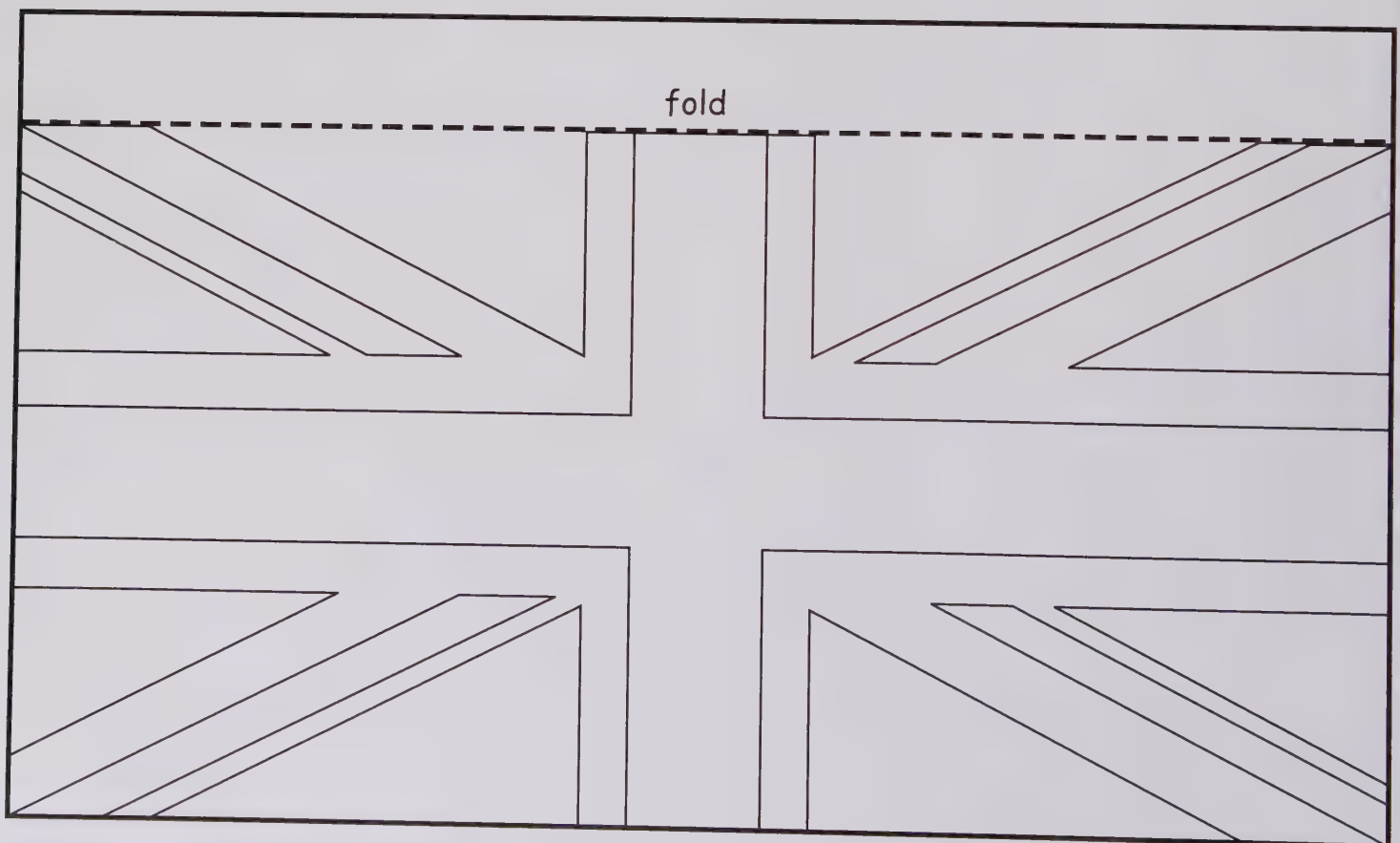
Do You Remember? - Make 'Bunting'

Write your Coronation Day memory in this flag

fold



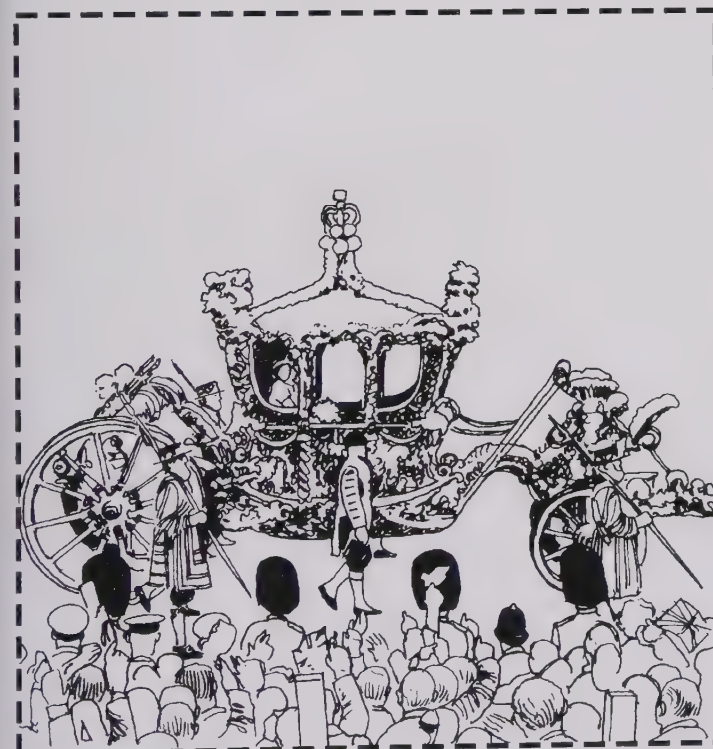
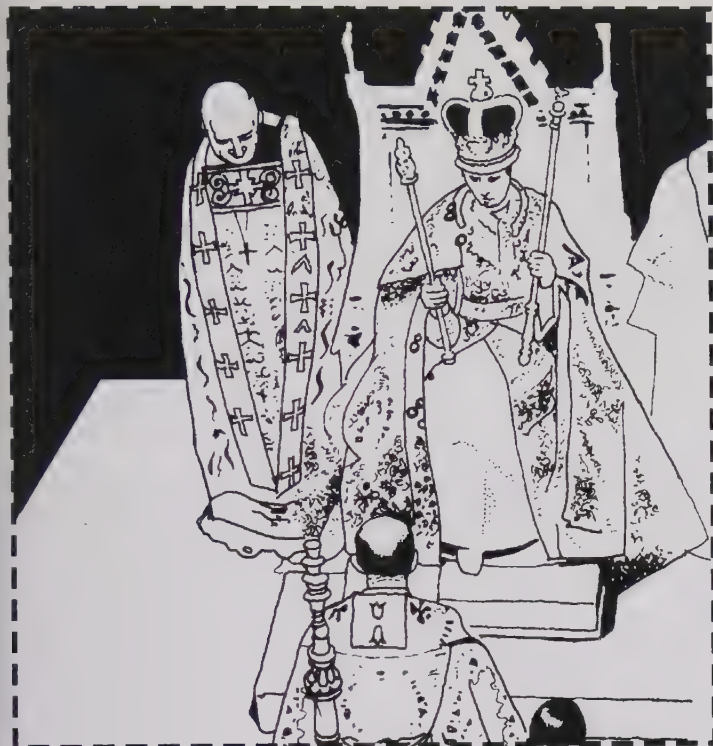
Colour the Union Jack



Coronation Day

Cut out the pictures and writing.

Match them and stick them in your book in the right order.



The Queen was crowned.

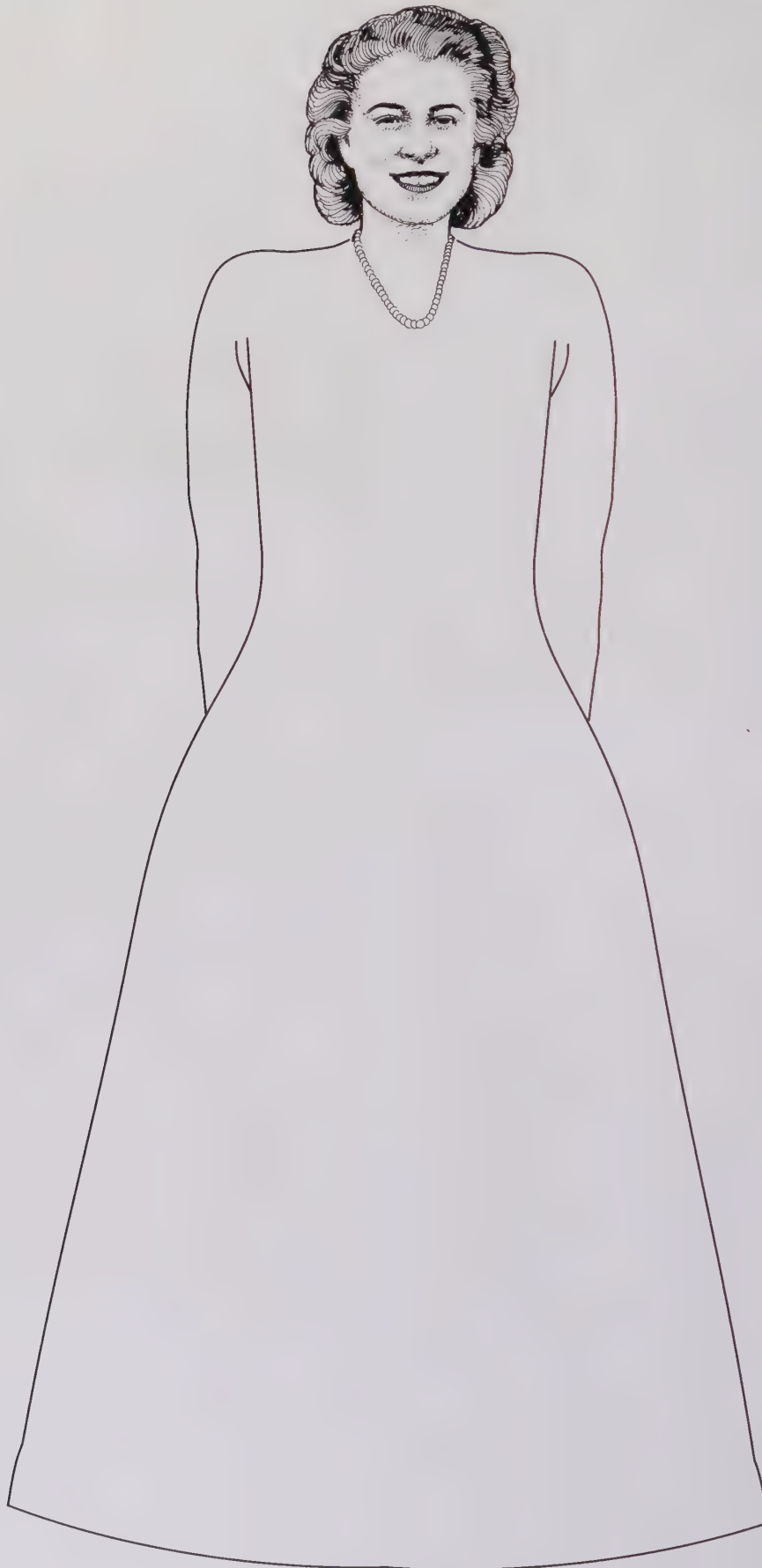
The crowd cheered the Queen.

She went to Westminster
Abbey in a gold coach.

She put on a special dress.

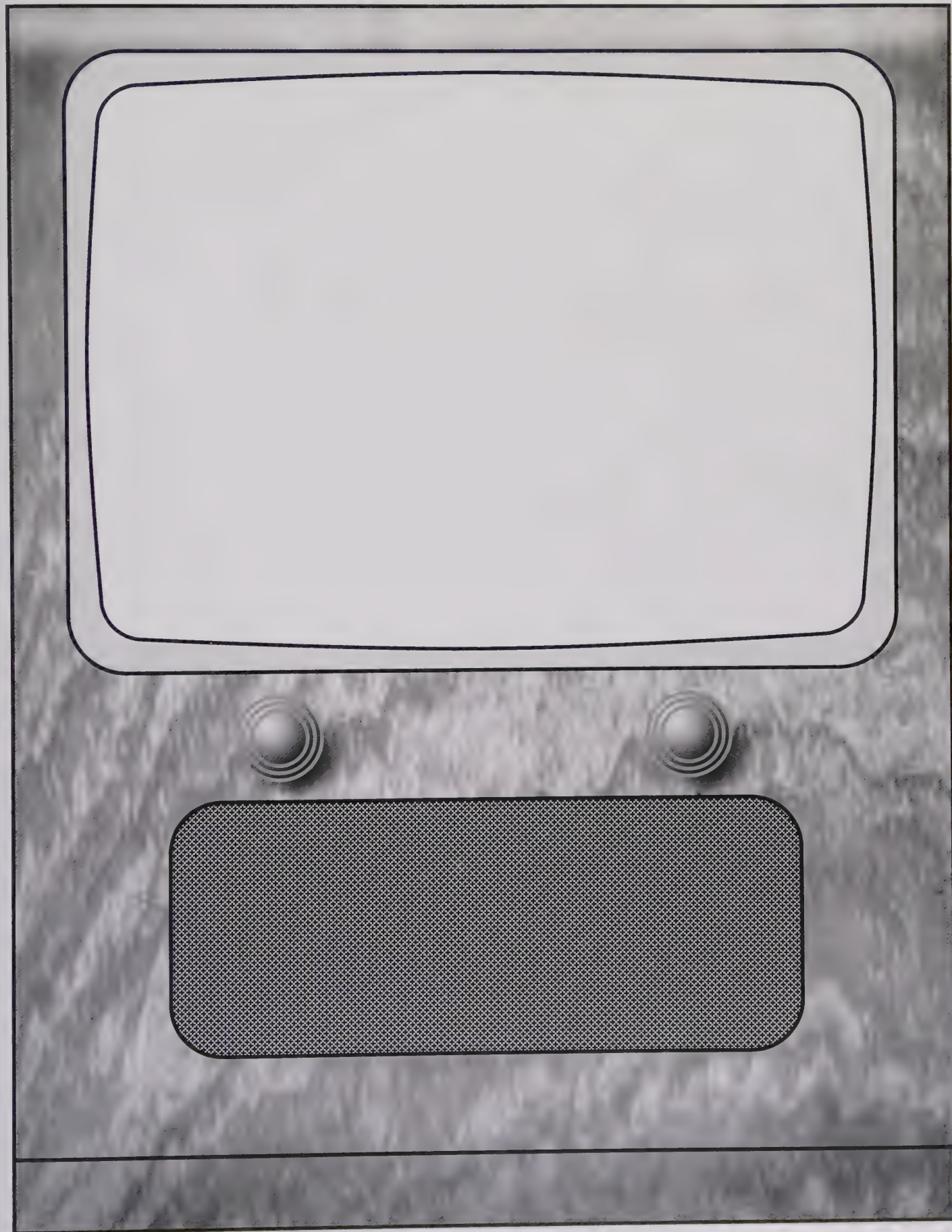
The Queen's Coronation Gown

The Queen had a special dress made for the Coronation. Decorate this picture. Give the Queen a crown and a purple cloak to wear.



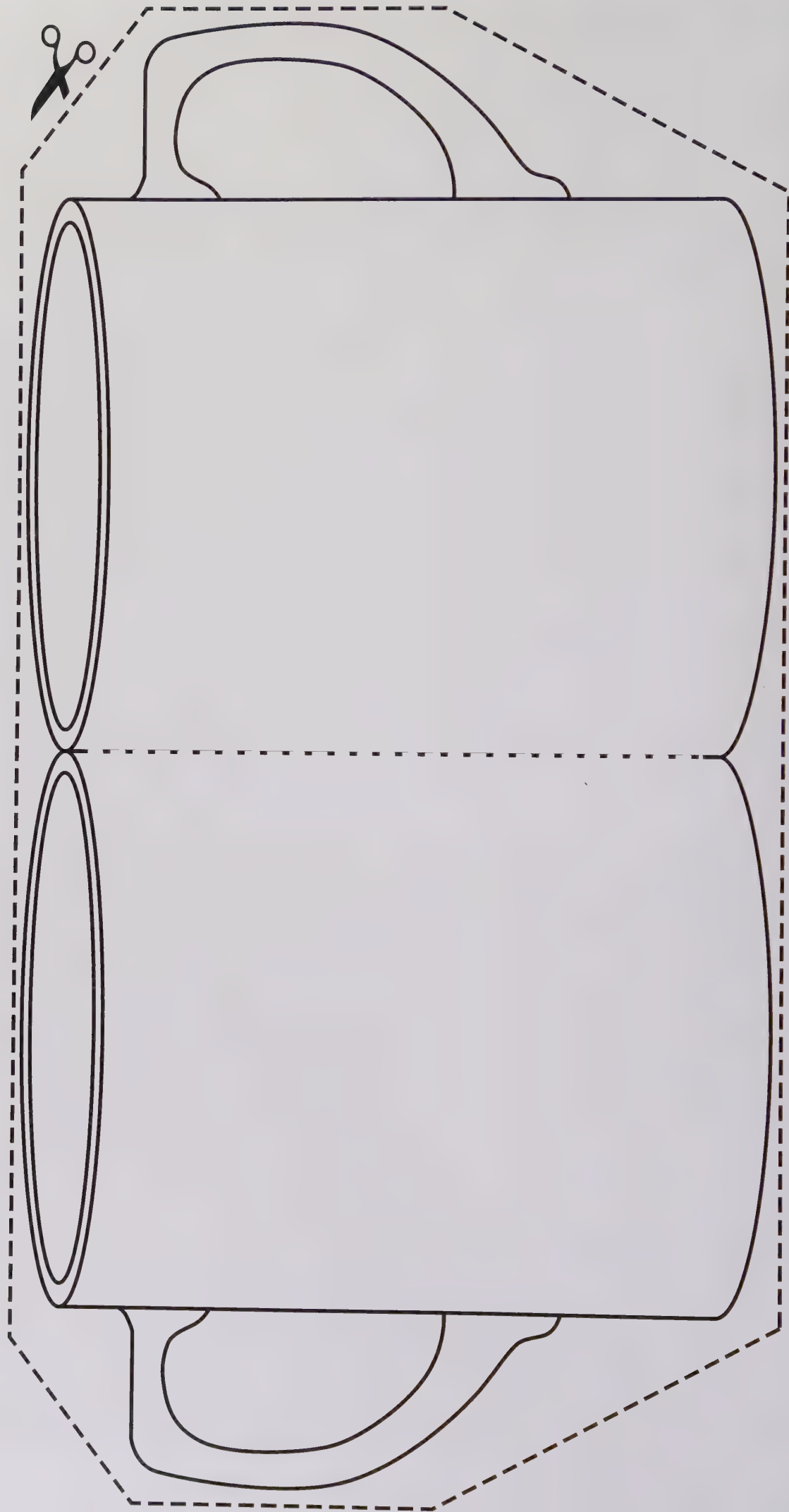
The Television Screen - Be an Eye-Witness

Use this television screen to draw a picture which tells us something about Coronation Day.



Design a Souvenir Queen Elizabeth II Coronation Mug

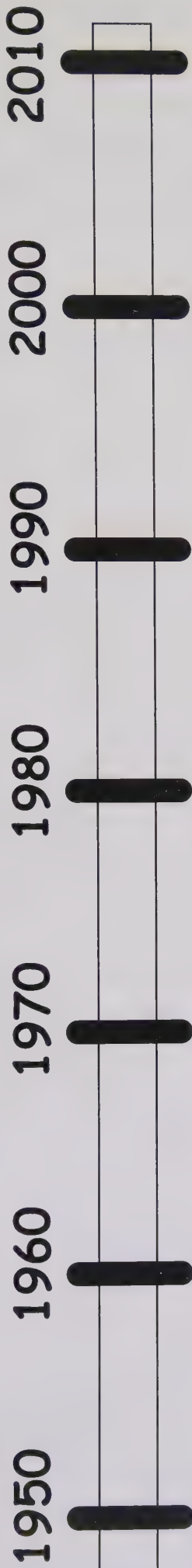
Decorate both sides of the mug to celebrate the Coronation of Queen Elizabeth II. Cut out carefully and fold.



A Queen Elizabeth II Timeline



Her are some important events in my reign.
Cut out the pictures and stick them on the Timeline by
the correct dates.

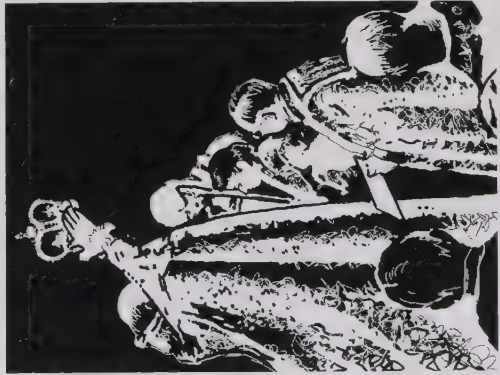


1977



The Queen's
Silver Jubilee

1953



The Queen
was Crowned

1982



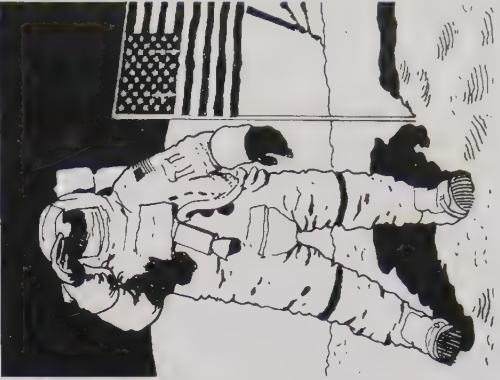
Prince William
was Born

2002



The Queen's
Golden Jubilee

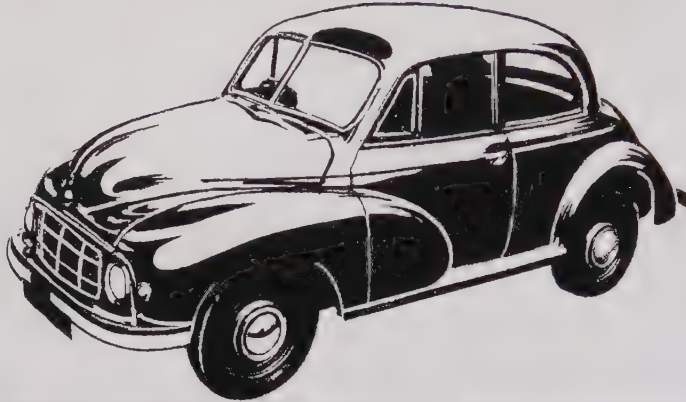
1969



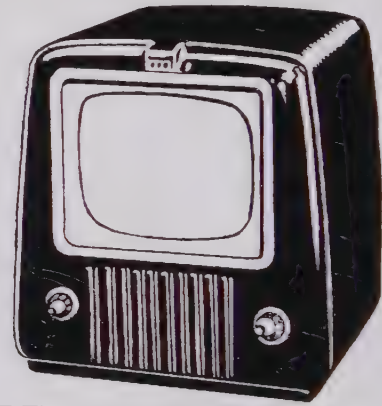
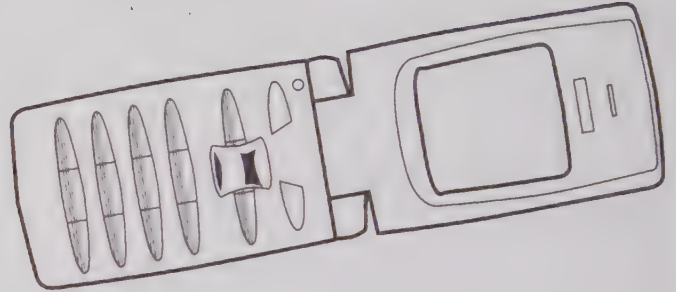
Men Landed
on the Moon

'Now' and 'Then'

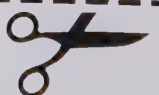
Life in the 1950's
THEN



Life in ' 2 _ _ _ '
NOW



Can you add one more picture to each group



The First Moon Landing - July 21st 1969

Important Events in Space Investigation

In 1926, in America, Robert Goddard invented the first liquid fuel rocket.

The space age began on 4th October 1957 when the Russian Sputnik I was launched into space and stayed in orbit for 92 days.

The Soviet Union was the first country to launch a man (Yuri Gagarin) into space and return him safely to earth on 12th April 1961.

On 21st July 1969, Neil Armstrong was the first man to walk on the surface of the moon. It happened within living memory so there will be adults who can recount what they remember about the event.

Two American Viking Probes landed on Mars in 1976. Soil samples were taken and tested for signs of life. None were found.

The reusable spacecraft which was built by the Americans was called a Shuttle, the first flight taking place on 12th April 1981. There are four parts to a shuttle, the orbiter, the external fuel tank, and two rocket boosters. (only the fuel tank cannot be re-used.)

The Russian space station, Mir has been in orbit since 1986.

In 1991 Helen Sharman was the first Briton in space. In 1995 Michael Foale was the first Briton to walk in space.

In January 2003, seven American astronauts were lost when their shuttle exploded fifteen minutes before landing.

Moon Landing

Unmanned space probes first explored the moon. In 1959 Luna 3 showed pictures of the far side covered in craters, many others followed indicating the possibility of an eventual landing by man. Between 1969 and 1972 six trips were taken. In 1969 the astronauts spent two and a half hours there, collecting moon rocks and setting up experiments.

The crew

Neil Armstrong, the Commander - Edward E. Aldrin Jr. Lunar Pilot (known as 'Buzz'), - Michael Collins, Command Module Pilot.

Backup Crew

James Lovell - Backup Commander Fred Haise - Backup Lunar Module Pilot William A. Anders - Backup Command Module Pilot

Neil Armstrong was born in Ohio - (August 5th 1930-) Neil was interested in aircraft from an early age. At the age of 16 he became a pilot. He flew 78 missions in the Korean War. He became a test pilot for NASA (National Aeronautics and Space Administration) in the 1950's. In 1962 he joined the US space programme. He teamed

up with Aldrin and Collins on the Apollo space mission in 1969.

Travelling to the Moon

The spacecraft was launched from earth by a giant saturn rocket. The main spacecraft orbited the moon whilst Armstrong and Aldrin flew down in a small landing craft.

Lift - off took place on 16th July

The event was watched by thousands in Florida and also by millions on television all over the world. Aldrin said, "As far as I could see there were people lining the beaches and highways... our lift-off was ear-shattering."

Living in Space

Collins said, "This beast is best felt. Shake, rattle and roll. We are thrown left and right against our straps in spasmodic little jerks." You can't walk around in space as there is nothing to keep your feet down. What happens when you jump up and down? The reason you come back to earth is because of the earth's gravity or pull. There is no gravity in space. The astronauts therefore float around in space. It would be dangerous for equipment to be floating around. Eating, drinking and washing is difficult. Liquids will not pour when they are weightless - they just float around in tiny droplets.

What did they eat?

Normal food is eaten in space, hot or cold water is added. The food is eaten from packages which are put on a tray. Cutlery is held down with magnets.

Space bathroom

Without gravity water will not flow, therefore air currents push it into and out of the washbasin which is covered. When the lavatory is used flowing air pulls the waste materials from the body.

Landing on the Moon

As they approached the moon Collins said that it was, "the most awesome sphere I have ever seen. it is completely filling our window." Armstrong noted, "We saw a crater surface, pockmarked with craters up to 15, 20, 30 feet, and many small craters the diameter of one foot, and, of course, the surface was very fine-grained."

Walking on the Moon

Aldrin stated, "I felt buoyant and full of goose pimples when I stepped down on the surface." Armstrong said, "That was one small step for man ... one giant leap for mankind."

Return to earth on 24th July

The astronauts returned to a hero's welcome.

The splashdown was 8-10 miles south east of Hawaii in the Pacific Ocean. They spent a long time in quarantine to ensure that they did not bring any contaminants back to earth.

The Moon Walker's Space Suit

The astronauts wore long pants cooled by water. The outer suit protected them against heat, cold and harmful rays. The helmet included a visor to protect their eyes from the sun. They carried a backpack with radio, oxygen supply for breathing and water for the cooling the suit. It also contained a radio antennae and walkie-talkie headphones for radio communications with the spacecraft.



The First Moon Landing - July 21st 1969

Page

53 Getting Ready, then into Space

To prepare the children for the topic discuss some of the information in the background notes. Enlarge the activity sheet and read together as a shared text. Using the pictures to help discuss how the astronauts prepared for their journey. How did they feel? Draw or paint the preparations made and write a caption under each picture. Research other ways in which the astronauts prepared.

54 Watch! Apollo 11 is Launched

Many people were involved or reacted to the event. Ask children to think of people who may have been watching e.g. Workers at the space station, the President of the U.S.A. As this event occurred within living memory, ask children to talk to older people who remember the event. Use the activity sheet to help children to look at the moon launch from another person's point of view. Make a class notice-board entitled, 'Memories' so that children can display pictures and written work of the event. Someone may be willing to talk to the class - 'Where was I on July 16th 1969?'

55 Living in a Spacecraft

The spacecraft was made up of several parts. Discuss the cramped conditions and how everything had to be safely secured. Use the information and the pictures on the activity sheet to create your own interpretation of the inside of the cabin. Make a book about, 'Life in a Space'.

56 Neil Armstrong (1930-)

Compare the two images of Neil Armstrong noting that he is still alive today. Have older people who remember the moon landing any souvenirs they could lend about the event? Draw a portrait of Neil as a young man and then as an older man. Use the Diary Page (See page 61) to write about some of the things he did. Find out about his other colleagues.

57 A Walk in Space

Use the activity sheet to discuss how the spacemen were able to walk safely outside their space cabin. Use the half outline figure of a man on page 51 and either copy it or use it as a template. This template may be used for children to dress the spaceman and label his clothes.

58/59 The Sea of Tranquillity/ The Eagle has Landed

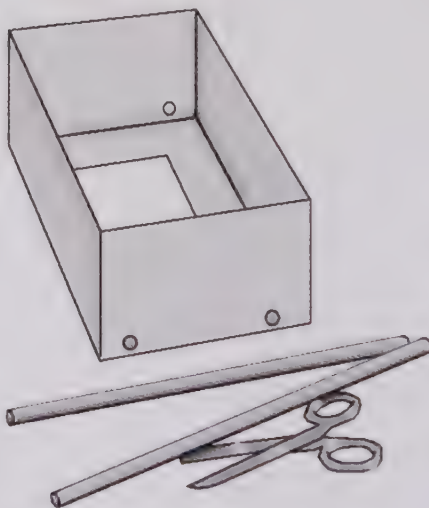
Use the illustration to discuss the moon landing and then complete the activity page, 'The Eagle has Landed.' Make a lunar landscape in a wet sand tray and select illustrations from all the activity sheets in order to make a model of the space craft, the spacemen and the flag. NB This had to be rigid as there is no wind on the moon.



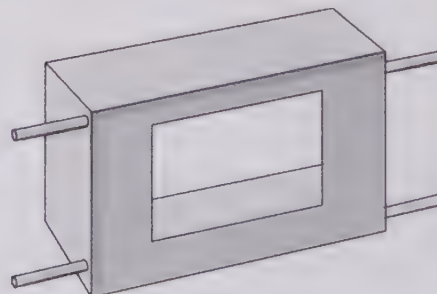
American Flag

60 'I am a Camera Man'

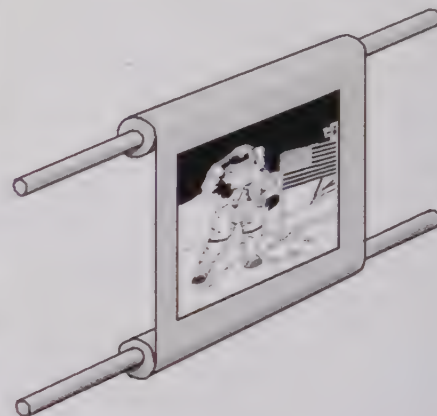
You will need a shoebox, two pieces of dowelling or cane (longer than the box) and paper. Cut a hole out of the lid to make the screen.



Make two holes on each side of the box. Push a cane through the holes.



Using the activity sheet discuss the sequential events in the moon landing. Draw a picture with a caption for each event. Number the pages. Sellotape the pages together in order. Attach the first picture to the top cane and the last picture to the bottom cane and wind the sequence to Number 1. Attach the lid to the box.



Present and narrate your own TV programme. Remember to give it a title. The narration could form part of an assessment of the topic. You may prefer to put titles and names of producers etc preceding the first picture. The activity could be used with a group or individually.

Key Vocabulary

Atmosphere, earth, gravity, lunar orbit, moon orbit, shuttle, spacesuit, spacewalk, weightlessness

Children will find it useful to collect the key vocabulary associated with each event studied using the 'Glossary outline' on page 62.

Additional Activities

- 1 The play area could become either the inside of the lunar module or mission control.
- 2 Enact the time when Neil Armstrong and his colleagues walked on the moon. Prepare captions of the astronaut's words so that children can memorise what they said. (see teacher's background notes)
- 3 Research scientific facts about the moon.
- 4 Find poems about the moon and copy out and illustrate your favourite. Write your own moon poem.

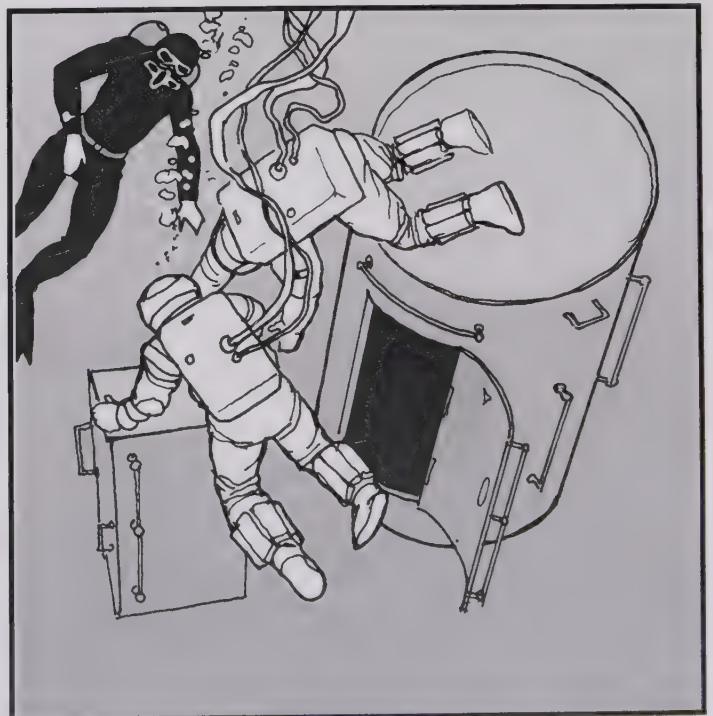
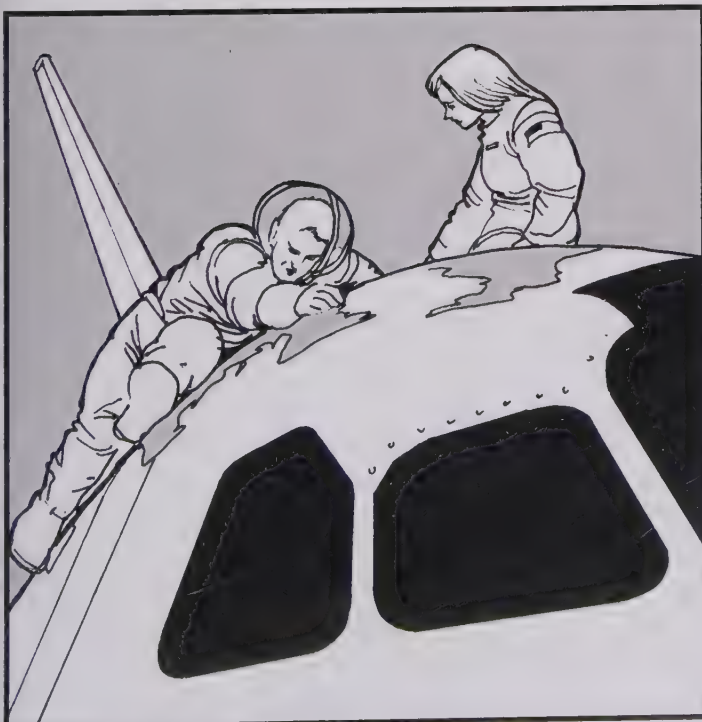
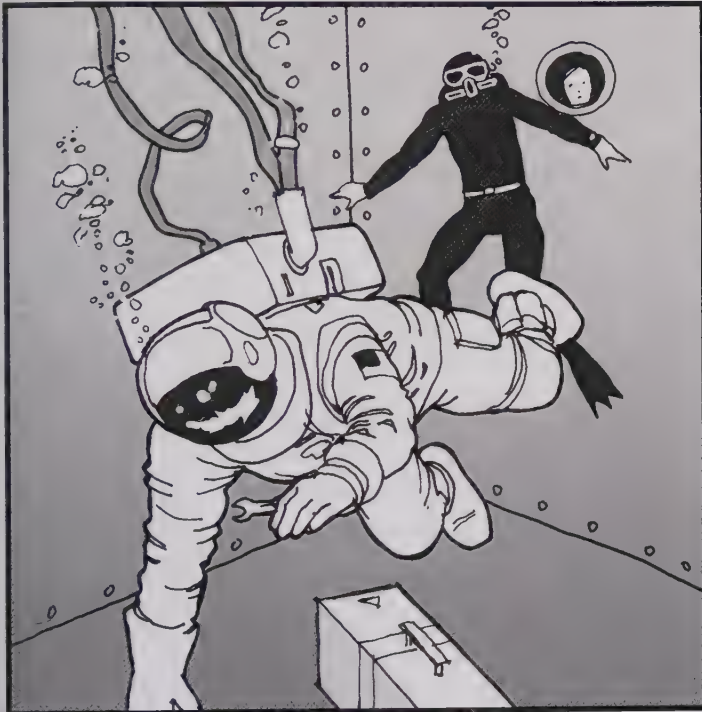
Getting Ready, then into Space

The astronauts learn what it feels like to be weightless.

The astronauts learn how to steer the spacecraft from a control panel. There are hundreds of buttons to press.

Astronauts learn how to get out of their spacecraft quickly in an emergency, at take-off or on landing.

Astronauts learn to repair a satellite.



Watch! Apollo 11 is Launched

The journalist said:



The TV camera man saw:



The spaceman felt:



A child watching the lift-off shouted:



Living in a Spacecraft

Why do you think it is difficult to move about in the spacecraft? Help Neil Armstrong make a safer journey. Draw your own picture with captions of:

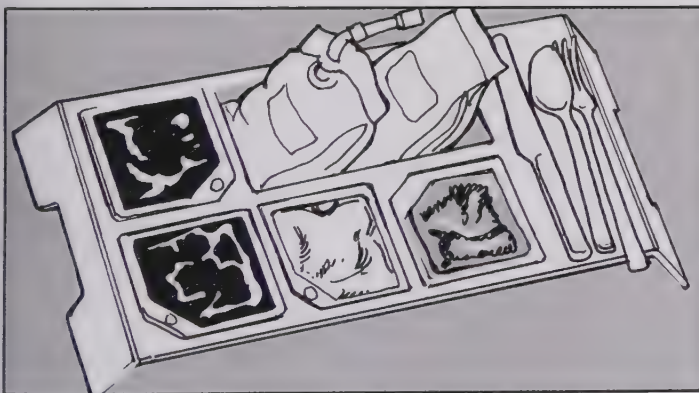
An Astronaut Floating in the Cabin

An Astronaut Lying Down

An Astronaut Sipping a Drink

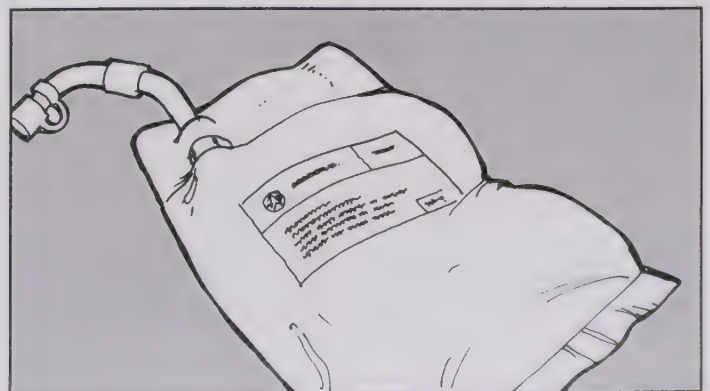
An Astronaut Eating a Meal

Use these illustrations to help you.



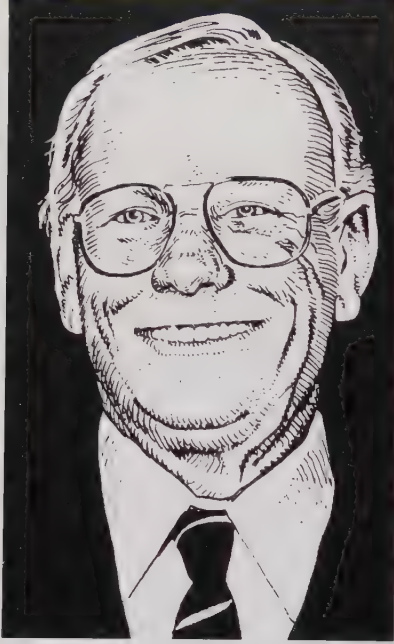
Food was in packages on a tray and was fastened to the leg of an astronaut.

Drinks were in containers which were sealed after each sip.



Neil Armstrong, 1930 -

A photograph of Neil Armstrong in 1969



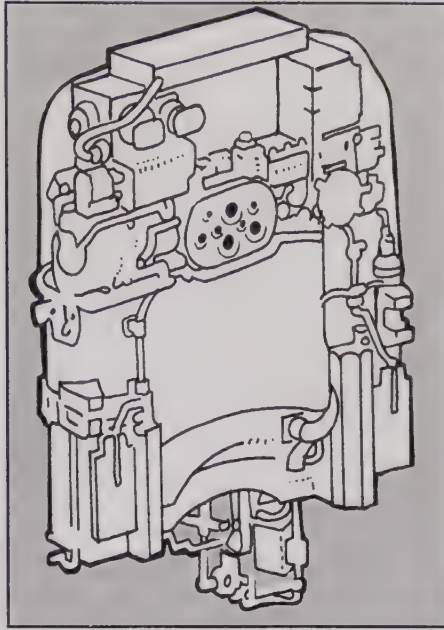
A picture of
Neil Armstrong
today.

What do you notice about these two pictures?

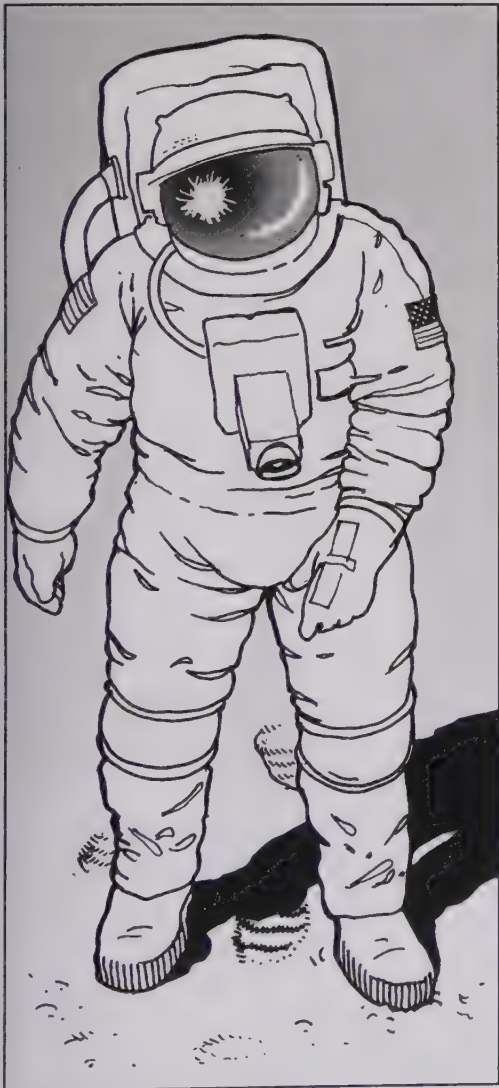
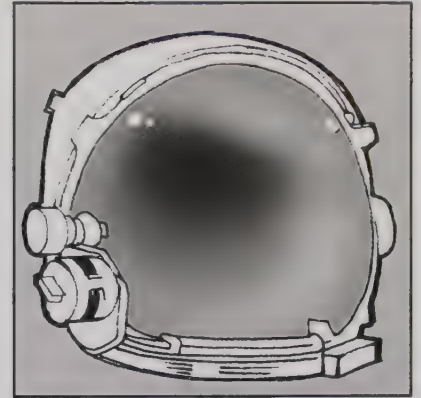
A Walk in Space

The astronauts need special equipment to keep them alive and comfortable outside the space ship.

The backpack holds a radio and oxygen for breathing.



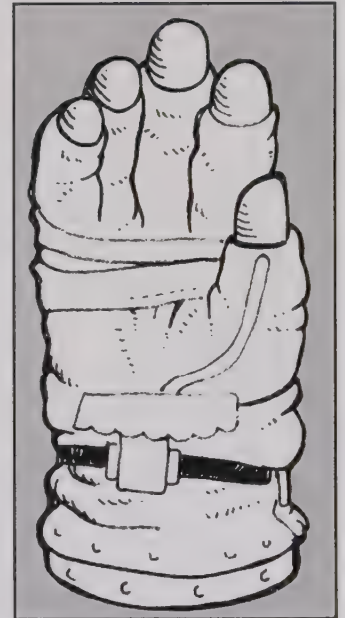
The gold-tinted visor on the helmet protects their eyes from the sun.



The space suit is flexible and allows the astronaut to move around easily.



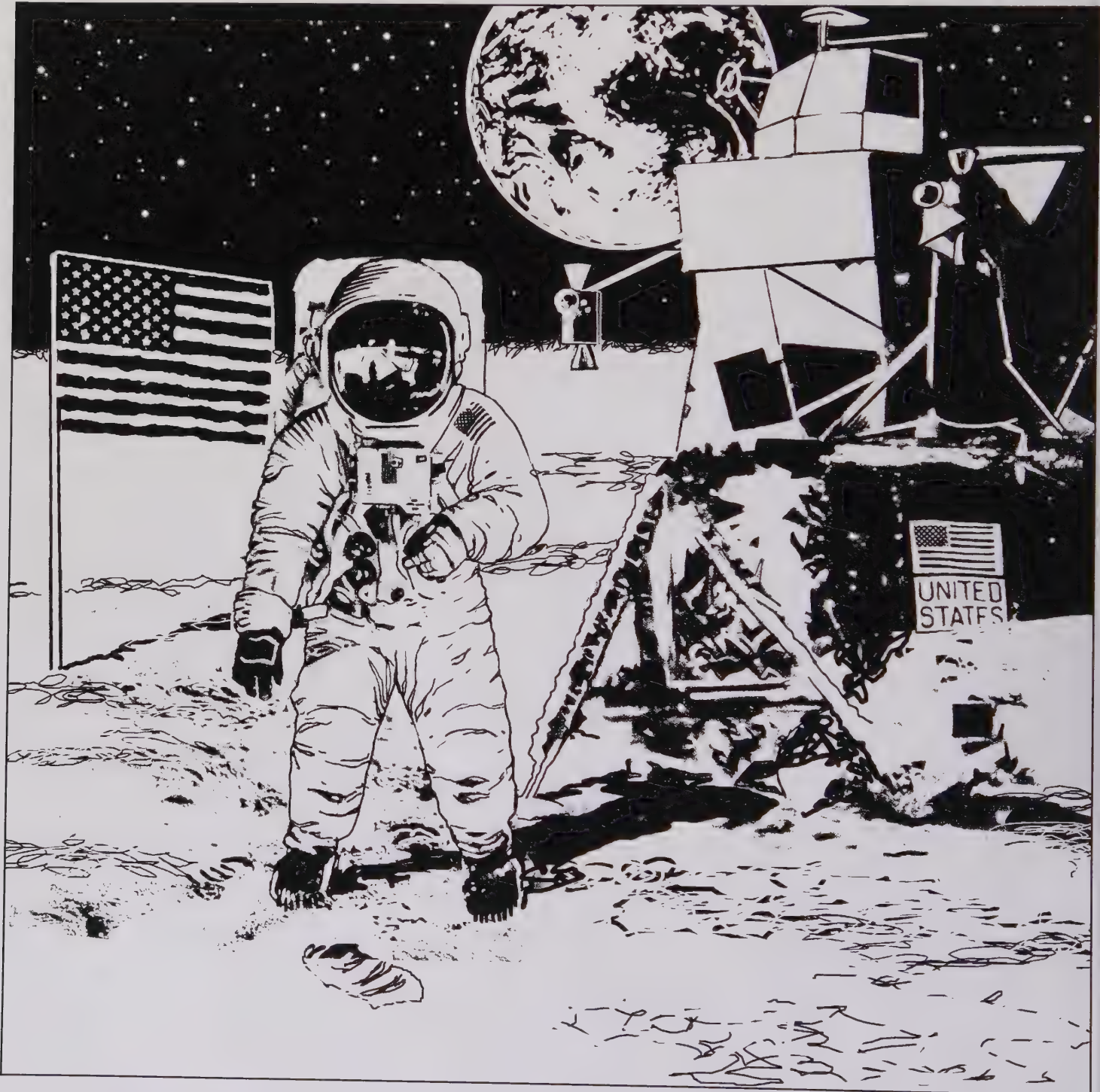
The outfit which is worn next to the body has tubes of water which the spaceman can make hot or cold so that he can warm up or cool down.



Rubber fingertips on their padded gloves help them to feel things more easily.

Sea of Tranquillity

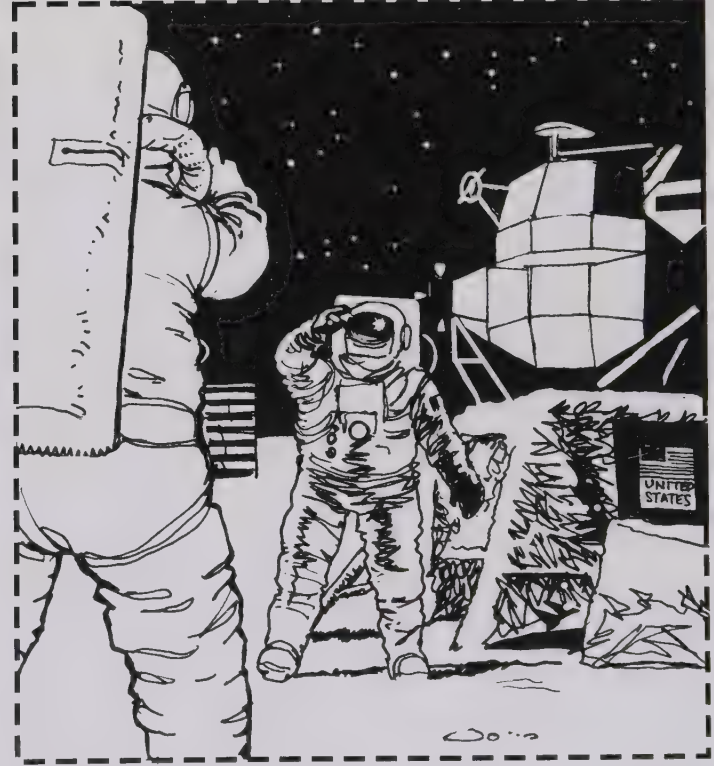
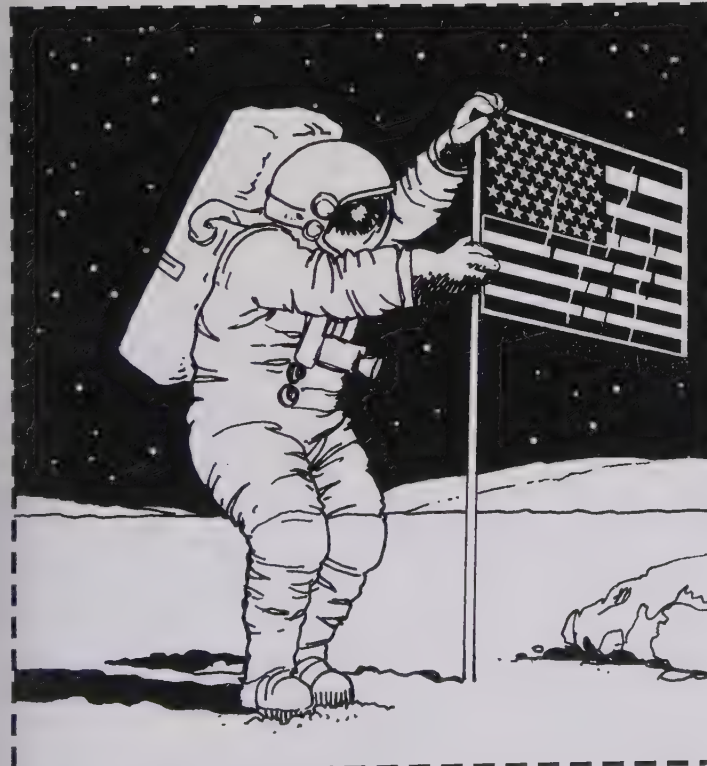
"Here men from the planet Earth first set foot on the moon. July 1969 A.D. We came in peace for all mankind".



Neil Armstrong said, "We looked at the landing area and found a very large crater."

The Eagle Has Landed

What did the spacemen do when their lunar module landed on the moon? Match the pictures to the text.



They took photographs.

They planted their flag.

They walked on the surface
of the moon.

They collected soil and dust
samples.

I am a Camera Man

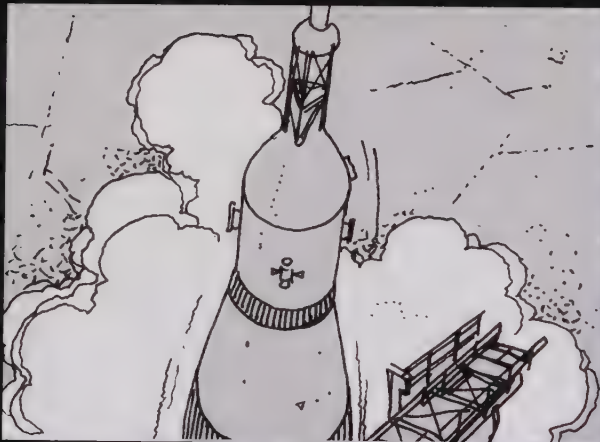
Draw or paint each of these pictures and fasten them together with Sellotape to make your own television film. 



1. Getting ready.



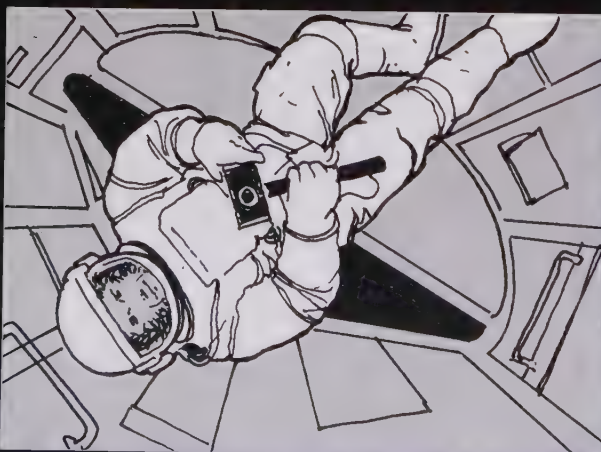
4. Eating.



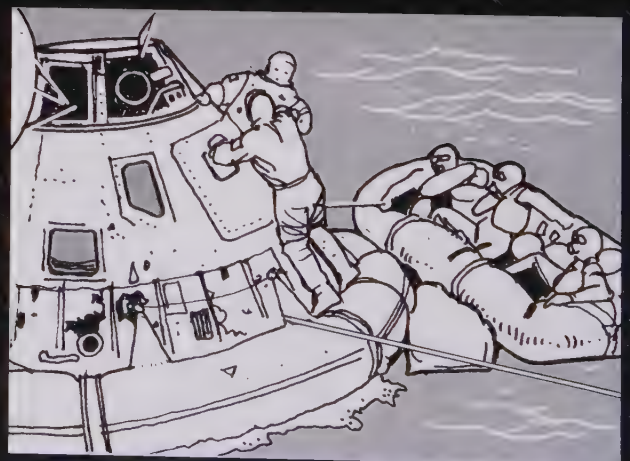
2. Lift -off!



5. Walking on the Moon.



3. Floating inside the space cabin.



6. Splashdown in the sea.

My Diary About

First of all

.....

.....

Next,

.....

.....

Finally,

.....

.....

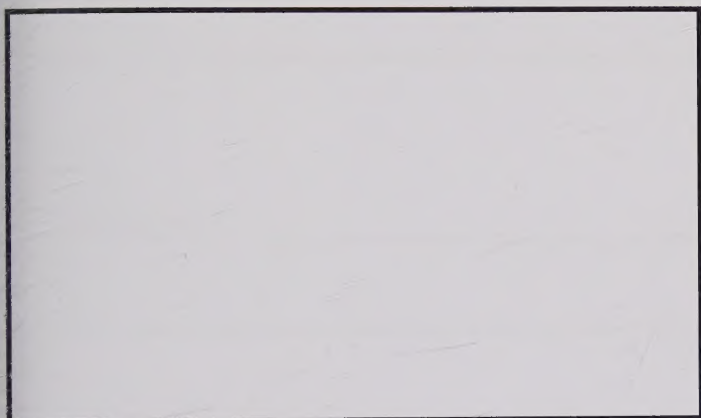
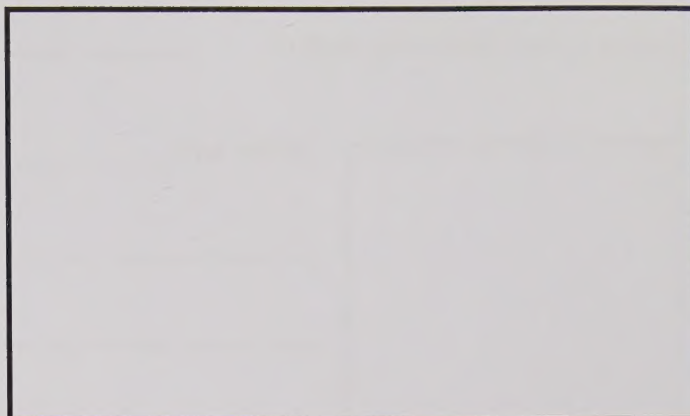
My Glossary About

What I Know About Famous Events

Name _____

Date _____

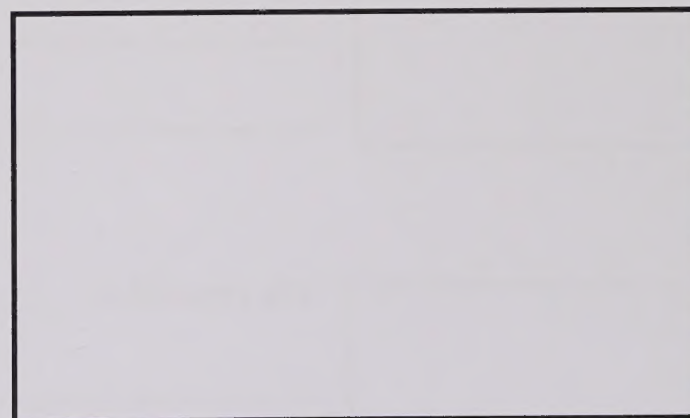
I have been learning about



was important because

We know about

because _____



We remember

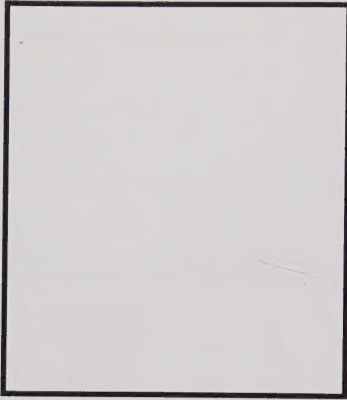
because _____

What I Know About Famous Events

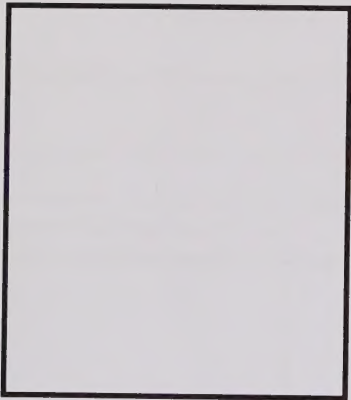
Name _____

Date _____

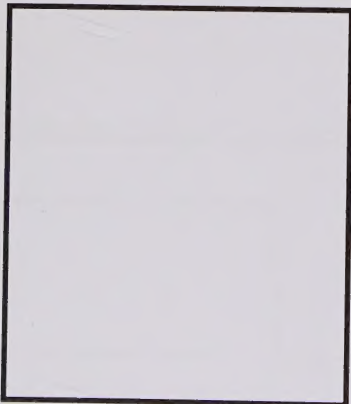
I have been learning about _____



Why was _____ important?

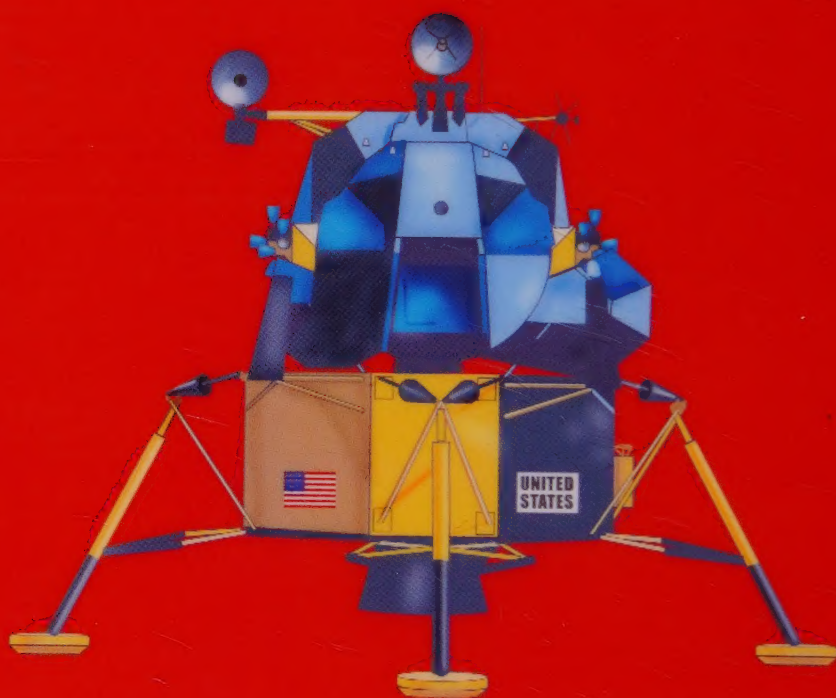


We know about _____ because...



We remember _____ because...

Some of the important words about _____ are...



ISBN 1-872977-79-0



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Published by

TOPICAL RESOURCES



KS-695-182

